Doctoral Program Policies and Procedures Manual

2014-2015
# University of South Carolina
College of Social Work
Doctoral Program
Policies and Procedures Manual
2014-2015

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CONTACT INFORMATION:

Switchboard
College of Social Work
University of South Carolina
Columbia, SC 29208
803-777-5291

terry.wolfer@sc.edu

Melvina Ackwood
Administrative Assistant, Doctoral Program
803-777-1380
ackwood@mailbox.sc.edu

Frances Spann
Coordinator, Office of Student Affairs
803-777-1545
frances@mailbox.sc.edu

Naomi Farber, PhD, MSW
Interim Associate Dean for Academic and Student Affairs
803-777-2363
naomif@mailbox.sc.edu

Anna Scheyett, PhD, LCSW
Dean
803-777-5292
amscheye@mailbox.sc.edu
DOCTOR OF PHILOSOPHY DEGREE PROGRAM
SOCIAL WORK

Students are subject to policies and procedures of the College of Social Work and the University of South Carolina Graduate School (http://www.gradschool.sc.edu/). Each student is responsible for knowing the policies and procedures pertaining to the degree program.

*The College of Social Work Doctoral Program prepares social work scholars to advance social well-being and social justice through leadership in trans-disciplinary community-engaged research and education.*

GOALS AND OBJECTIVES

Graduates of the USC COSW Doctoral Program will:

- Possess a trans-disciplinary perspective on social work and social welfare that incorporates knowledge from social, behavioral and health sciences;
- Possess the capacity for community-engaged leadership in research to promote social change through university-community partnerships of significance;
- Possess the ability to provide educational leadership in disseminating knowledge relevant to social work and social welfare through teaching at the bachelor’s, master’s and/or doctoral level of education.

ADMISSIONS

Admission to the PhD program is selective; only a small number of applicants are admitted for each fall semester. Candidates are sought who possess attributes and career goals that are consistent with the focus of the program. Requirements for admission include:

- Master’s degree in social work from a CSWE-accredited graduate program;
- Grade point average of 3.5 or above for graduate level work;
- Evidence of scholarly potential as indicated by three letters of reference;
- A detailed personal statement that addresses how the applicant developed interest in social work research and education, including any community-engaged work, interdisciplinary collaboration, or research-informed practice.
- Graduate Record Examination (general) scores or Miller Analogy Test scores;
- Sample of the applicant’s writing;
- Satisfactory score on TOEFL or IELTS for international students for whom English is not their primary language (see [http://www.gradschool.sc.edu/Future/international.htm](http://www.gradschool.sc.edu/Future/international.htm));

The individual strengths of each candidate will be considered. An applicant’s undergraduate and graduate academic records, scores on the GRE/MAT, post-MSW work experience, commitment to social work research and teaching, and indicated potential for success in scholarship at the doctoral level are among factors considered. Each class is selected to include individuals with high potential to learn from each other as well as from the faculty. Doctoral students are admitted in the spring to begin full-time study in the fall.

**DEGREE REQUIREMENTS**

Satisfactory completion of the following are required for the PhD in social work:

- Required courses listed in the program of study;
- Elective courses outlined in the student’s individual program of study;
- Qualifying examination (written and oral components);
- Comprehensive examination (written and oral components) in the form of a dissertation proposal that is approved by the student’s dissertation committee;
- Completion and oral defense of dissertation approved by dissertation committee.

**GRADE REQUIREMENTS**

A student must maintain a cumulative grade point average of 3.00 (B) on all approved coursework completed at the University of South Carolina in the doctoral program. Per Graduate School Policy, students whose cumulative GPA drops below 3.00 will be placed on academic probation and allowed one calendar year in which to raise the GPA to at least 3.00. Students who do not reach a cumulative 3.00 GPA during the probationary period are not permitted to enroll in further graduate course work as a degree or non-degree student. The student may petition the Graduate Council for permission to continue in the program. See “Review Processes” for College policies and procedures regarding grades.

In the College of Social Work, twelve credits of C+, C, D, F, or U or any combination thereof on graduate coursework will disqualify the candidate from the PhD degree.
CURRICULUM

It is assumed that all required courses will be taken at the University of South Carolina (USC). Under some circumstances and with the approval of a student’s advisor in consultation with the Director of the Doctoral Program, coursework taken from an accredited doctoral program may be accepted in lieu of required or elective courses at USC. Courses must be taken in sequence unless the Doctoral Program Committee grants permission to take a course out of sequence.

All course work to be applied toward the PhD, exclusive of the Master’s degree portion, must be completed within eight years prior to graduation. If the student exceeds eight years in the program, special arrangements may be made with the Graduate School for the revalidation of over-age credits in courses given by the University. The College of Social Work must approve each revalidation. Courses taken at the University of South Carolina in departments outside of the College of Social Work must be revalidated by the related department prior to approval by the College.

Per USC Graduate Studies Bulletin, “Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students must be prepared for such developments even if they cause the students to experience delays in fulfilling their academic goals or require them to modify some of these goals.” The College will work closely with students to resolve such unforeseen problems in completing program requirements.

Each course has a syllabus and course calendar developed by the instructor. The courses are intensive and focused, delivered in small group seminars. In the course of a semester the instructor may exercise discretion in adapting expectations and assignments based on the performance and learning needs of the students in the cohort.

The course requirements described herein constitute the minimum that is expected of doctoral students. Dissertation chairs and committees may require students to take additional courses in order to prepare them to carry out their dissertation research.

The doctoral program in social work is designed so that course requirements can be completed in 3 or 4 years. A student must enroll full-time (9 hours per semester) during the first calendar year in residence. A typical plan of study follows:
<table>
<thead>
<tr>
<th>Year I</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Required reading prior to beginning classes</td>
<td><strong>SOWK 800:</strong> Intellectual Foundations of Social Welfare and Social Work, I: <em>Historical Roots</em> (3 credits)</td>
<td><strong>SOWK 801:</strong> Intellectual Foundations of Social Welfare and Social Work, II: <em>Modern Developments</em> (3 credits)</td>
<td>Reading from required Reading List</td>
</tr>
<tr>
<td></td>
<td><strong>SOWK 892:</strong> Design and Critical Analysis of Social Work Research (3 credits)</td>
<td><strong>SOWK 811:</strong> Qualitative Methods of Inquiry for Social Work Research (3 credits)</td>
<td>Required prerequisite for SOWK 891: Develop proficiency in statistical software^</td>
</tr>
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<td></td>
<td><strong>SOWK 830:</strong> Community-engaged Research for Social Welfare and Social Change (3 credits)</td>
<td><em>SOWK 890:</em> Analysis of Social Work Data--Statistics, I (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SOWK 850:</strong> Professional Seminar (1 credit)</td>
<td><strong>SOWK 850:</strong> Professional Seminar (1 credit)</td>
<td></td>
</tr>
<tr>
<td>Year II</td>
<td><strong>SOWK 802:</strong> **<em>Intellectual Foundations of Social Welfare and Social Work, III: Conceptual Model Building</em> (3 credits)</td>
<td><strong>SOWK 831:</strong> Leadership for Social Change (3 credits)</td>
<td><strong>SOWK 899:</strong> Dissertation Research</td>
</tr>
<tr>
<td></td>
<td><strong>EDHE 738:</strong> Principles of College Teaching (3 credits)</td>
<td><strong>Elective</strong></td>
<td><strong>Elective</strong></td>
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<tr>
<td></td>
<td><strong>SOWK 891:</strong> Advanced Analysis of Social Work Data--Statistics, II (3 credits)</td>
<td><strong>SOWK 894:</strong> Proposal Writing Seminar (1 credit)</td>
<td></td>
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<tr>
<td></td>
<td><strong>SOWK 894:</strong> Proposal Writing Seminar (1 credit)</td>
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</table>

*Research Practicum and Teaching Practicum may be taken any time after the first year. They are not required prior to qualifying exam.*
Waiver examinations for research methods and statistics courses will be available to students who can demonstrate competency in these areas. Students who successfully waive one or both of these courses will substitute elective courses.

**Successful completion of SOWK 800 is prerequisite for enrolling in SOWK 801**

***Successful completion of SOWK 801 is prerequisite for enrolling in SOWK 802***

****Successful completion of SOWK 894 is a prerequisite for enrolling in SOWK 899.

^ Prior to enrolling in SOWK 891, students must demonstrate proficiency in computer applications for statistical analysis using software designated by the Doctoral Program Committee. Students are required to submit evidence of proficiency to the course instructor for approval prior to enrollment.

### Minimum Course Requirements:

<table>
<thead>
<tr>
<th>Course Titles/Topics</th>
<th>Course Numbers</th>
<th>Credit Hours</th>
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<td>Intellectual Foundations of Social Welfare and Social Work Core</td>
<td>SOWK 800, SOWK 801, SOWK 802</td>
<td>9</td>
</tr>
<tr>
<td>Research Methods Core</td>
<td>SOWK 890, SOWK 891, SOWK 892, SOWK 811,</td>
<td>12</td>
</tr>
<tr>
<td>Education and Leadership Core</td>
<td>SOWK 830, EDHE 738, SOWK 831</td>
<td>9</td>
</tr>
<tr>
<td>Substantive electives outside of the college</td>
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<td>6</td>
</tr>
<tr>
<td>Other electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Advanced research electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Professional seminar</td>
<td>SOWK 850</td>
<td>2</td>
</tr>
<tr>
<td>Planning and design of dissertation research</td>
<td>SOWK 894</td>
<td>2</td>
</tr>
<tr>
<td>Dissertation preparation</td>
<td>SOWK 899</td>
<td>12</td>
</tr>
<tr>
<td>Research practicum and teaching practicum</td>
<td>SOWK 872 and SOWK 889 (may not be for credit)</td>
<td>0</td>
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<tr>
<td><strong>TOTAL REQUIRED COURSES</strong></td>
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<td><strong>61</strong></td>
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Many students enroll in additional elective courses to enrich their knowledge and skills for independent research.
Doctoral Courses:

- **764 -- Independent Study.** (3) For advanced graduate students.

- **800 -- Intellectual Foundations of Social Welfare and Social Work I: Historical Roots.** (3) Examines across disciplines the theoretical and empirical foundations for social welfare and social work in historical, economic, social, and political contexts prior to the 20th century.

- **801 -- Intellectual Foundations of Social Welfare and Social Work II: Modern Developments.** (3) Examines across disciplines the theoretical and empirical foundations of social welfare and social work in historical, economic, social, and political contexts from the early 20th century to the present.

- **802 -- Intellectual Foundations of Social Welfare and Social Work III: Conceptual Model-Building.** (3) Examines the process of developing theory-based welfare and social work scholarship from a variety of research approaches, focusing on conceptual model-building.

- **811 -- Qualitative Methods of Inquiry for Social Work Research.** (3) (Prereq: SOWK 891, 892) Advanced study to evaluate and design measurement and instrumentation in social work research. Restricted to social work doctoral students.

- **822 -- Measurement and Instrument Design.** (3) Examines theoretical and practical foundations of providing leadership for social change through organizations, communities, public policies, and social norms.

- **830 -- Community-engaged Research for Social Welfare and Social Change.** (3) Covers conceptual foundations and key processes and skills of community-engaged research for understanding and promoting social welfare and social change. Emphasis on engagement with community, collaboration, challenges, and ethics. Assignments include community-engaged experience.

- **831 -- Leadership for Social Change.** (3) (Prereq: EDLP 738) Examines the etiological development of social work education in the United States and analyzes the current issues confronting the social work educator.

- **850 -- Social Work Doctoral Professional Seminar.** (1-2) Examines issues related to making a successful transition from doctoral student to professional social work scholar.

- **870 -- The Social Work Educator in the University.** (3) (Prereq: SOWK 870) Examines the forces and issues related to curriculum construction for social work education at the bachelor’s, master’s, and doctoral levels.

- **871 -- The Social Work Education Curriculum.** (3) Examines the forces and issues related to curriculum construction for social work education at the bachelor’s, master’s, and doctoral levels.

- **872 -- Social Work Education Practicum.** (3) A wide range of supervised classroom, field, and other learning experiences designed to prepare the student for work as a social work educator.
• **889 -- Social Work Research Practicum.** (3) Students acquire practical research experience, based on an individualized learning contract, under the supervision of a faculty member.

• **890 -- Analysis of Social Work Data.** (3) Approaches to the organization, analysis, interpretation, and utilization of data sets available from social agency records or from existing empirical research.

• **891 -- Advanced Analysis of Social Work Data.** (3) Analysis of complex data sets from social services agencies and other research sources (Restricted to Social Work doctoral students).

• **892 -- Design and Critical Analysis of Social Work Research.** (3) Advanced study of research methods commonly employed in the development of knowledge for social work practice and education. Critique of published social work research using a standardized critique model.

• **893 -- Information Technology for Social Work Research.** (3) Classroom and experiential learning in use of computer software packages for research and scholarly production in social work.

• **894 -- Proposal Writing Seminar.** (1) (Prereq: SOWK 890, 891, 892, 811) A seminar designed to provide intensive faculty supervision and peer consultation to the doctoral student in professional writing for community and scholarly audiences. Repeatable: 2 credits required for the doctoral program.

• **899 -- Dissertation Preparation.** (1-12) (Prereq: SOWK 894)

**LANGUAGE / RESEARCH METHODS REQUIREMENT**

The University of South Carolina Graduate School requires doctoral students to demonstrate mastery of a language or research methods. In the College of Social Work the requirement is met through demonstrated competence in computer applications and statistics, determined by a student’s successful completion of SOWK890 and SOWK892.

The student who also wishes to demonstrate a reading knowledge of a modern foreign language may do so by the process described in the USC Graduate School Bulletin. The foreign language mastery may be demonstrated at any time during the course of study but not less than 60 days prior to the date on which the student expects to receive the degree.

**ADVICEMENT AND PLAN FOR PROGRAM COMPLETION**

The College of Social Work faculty is committed to supporting each doctoral student’s development as an independent scholar with excellent, advanced research and teaching skills. The COSW Doctoral Program includes processes to monitor the student’s mastery of these skills and mentor the student regarding appropriate paths to competence. Throughout the program, the doctoral student, as an emerging scholar, is
responsible for consistent assessment of her or his own performance in attainment of the skills and for seeking appropriate advice and mentoring during the process.

A member of the faculty is assigned by the Dean of the College of Social Work as advisor in the fall of admission for the first academic year. If the student identifies a member of the faculty who would be a more suitable academic mentor, s/he may request a new advisor be assigned. The advisor works with the student to develop an appropriate course of study for the first two years.

During the first semester, the Doctoral Program Committee, in conjunction with the faculty advisor, serves as the student’s Advisory Committee. By the end of second semester, the student will form a three-member Doctoral Student Advisory Committee comprised of the faculty advisor (chair), two other COSW faculty members, and one member from outside the COSW. The Doctoral Student Advisory Committee will serve in that capacity until after the student completes the Qualifying Exam. Subsequently, the student chooses a Dissertation Director and Dissertation Committee.

By the end of the first year, the student must have a plan of completion, with timetable, that is recorded with the Annual Performance Review. It should include deliverables (e.g. elective courses, e-portfolio requirements, qualifying exam, dissertation proposal, dissertation).

After successful completion of the qualifying examination, the Dissertation Director and Dissertation Committee will work with the student to develop an approved Program of Study that must be submitted to the Graduate School.

Students are expected to take the initiative to meet regularly with their advisors or chairs and to keep them informed about their progress in the program. Students must notify their advisers/chairs of all grades received in any courses within one week after the grade is reported to the student. Students must keep advisors/chairs informed of progress toward the plan of completion. Students who fail to complete the annual review by the deadline or fail to make progress according to the timetable will be reviewed by the Doctoral Program Committee. Inadequate reporting or unsatisfactory progress may result in dismissal for failure to progress. Decisions regarding dismissal are made by the Doctoral Program Committee.

**ANNUAL ADVISEMENT AND PERFORMANCE REVIEW**

Each doctoral student is expected to have an Annual Advisement and Performance Review to assess progress toward educational goals, academic performance, and professional development. This review is part of the student file and subject to confidentiality as are all student records.

Students will develop a confidential electronic portfolio of major products (e.g. papers for classes, article manuscripts, reports for community-based projects, practica products, C.V. statement of teaching philosophy). Guidelines for the portfolio are developed by the Doctoral Program Committee.

**Process:** The student is responsible for contacting her/his advisor to schedule a formal review meeting with the advisory committee during the spring semester of each year. The review should be completed by April 15 and submitted to the Doctoral Program Director for review by the Doctoral Program Committee. Other faculty or research supervisors who know the student’s work may be included in the meeting. If
students are not present in the area of the Columbia campus, they may arrange a meeting by telephone or videoconferencing (if equipment is available). Before the meeting, students should send to their advisor:

- After completing the first year, a plan of program completion, with timeline, including a schedule of courses for the second year. The planned schedule will be tentative. After completing the core curriculum (full-time, the first two years of study as listed in this manual), and the qualifying exam, the student will submit the Program of Study (USC Graduate School form) with written rationale for chosen courses. The rationale should provide the basis of a research agenda that has a focused topic and method. In the first year, the program will be tentative. The program should be updated each year thereafter at the time of annual review.

- Program Progress Checklist (at the end of this manual)

- A 1-page narrative summary of annual progress and goals (guidelines follow)

- A current CV that includes current email and postal addresses and telephone contact

- The e-portfolio

After the meeting, the materials should be signed by the student and the advisor and placed in the student’s file at the COSW Student Records Office. The Doctoral Program Committee will review the Annual Advisement Review by May 1 of each year.

**REVIEW PROCESSES**

Students must receive a satisfactory performance review by the faculty members of the Doctoral Program Committee at the end of each academic year of study before proceeding to the next year. This review ensures that doctoral students who continue are academically prepared to do so, and that students who are not performing at an expected level will be so advised formally.

For all students, if the Annual Advisement Review Process identifies no serious concerns, the student has no further review for the year. However, if serious concerns are identified, the Director of the Doctoral Program will refer the student for a Faculty Committee Review as described in the next section.

In addition, a 3-member Faculty Review Committee appointed by the Director of the Doctoral program will review student performance at any time a student has received a grade of C+ or below in a course, a faculty member has requested a committee review due to performance in courses or with regard to research or teaching responsibilities, or by request of the student. The faculty member or student must notify the Director of the Doctoral Program that a review is requested. As part of its review, the Faculty Review Committee should consider information from the student as well as the faculty or other supervisors involved in assessing the student’s performance. In those instances where the Faculty Review Committee (FRC) believes that the student’s performance is seriously deficient, the FRC may recommend termination from the program. The decision to terminate will be made by the Doctoral Program Committee.
In those instances where the Review Committee believes that the student’s performance could be improved with corrective action(s), such action will be required for the student to be permitted to continue in the doctoral program. When remedial work is required due to performance problems identified in an annual or special review, the Faculty Review Committee should develop a remediation plan with the student that includes a timeline with expectations. The student who is required to meet specific conditions must submit evidence to the Faculty Review Committee when the conditions are met. Similarly, the student who is placed on probation must submit evidence at the end of the probationary period that the conditions are met. If at the end of the review period, the student’s performance has not been remediated and problems with performance have continued, the Faculty Review Committee may revise the remediation plan or decide that the performance is unacceptable.

In those instances where the student’s overall performance is unacceptable, the student may be permitted to continue for defined probationary period or may be terminated from the Doctoral Program by decision of the Doctoral Program Committee. Possible Doctoral Program Committee decisions include: a) continuation in the program if specific conditions are met (for example repeating a course); b) continuation in the program on probation with review at the completion of the probationary period; or, c) termination from the program. A decision to terminate a student from the program will be made only by the faculty members of the Doctoral Program Committee.

All reviews are confidential.

Students may not enroll for courses if they have two or more incomplete grades. Twelve credits of C+, C, D, F, or U or any combination thereof on graduate coursework will disqualify the candidate from the PhD degree.

**PROGRAM OF STUDY**

Each student will file a Program of Study in the Graduate School, typically following successful completion of the first 41 hours (four full-time semesters of study) and the Qualifying Examination. The student and Dissertation Director develop the Program of Study. The Program of Study includes required courses and electives chosen to develop the student’s substantive and methodological expertise directed toward completing the dissertation. The doctoral candidate must also provide a written rationale for selecting those elective courses that will become a part of the Program of Study.

A Program of Study is an agreement signed by the student and the dissertation director, the Dean of the College of Social Work, and the Dean of the Graduate School. This formal agreement serves a number of purposes to benefit the student and the University. It causes the student and the Dissertation Director to engage in planning with a specific goal in mind, provides useful information for the planning of course offerings, facilitates subsequent advisement and protects the student in the event of unexpected curriculum changes or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs when conditions warrant such changes. The Dissertation Director and/or Dissertation Committee Members may require the student to submit a Program Adjustment Form to include additional coursework as the need for further study becomes apparent.

The procedure for change is similar to that for filing the original program and requires the same set of signatures.
SOCIAL WORK TEACHING PRACTICUM

Students are required to complete a teaching practicum. The purpose of the teaching practicum is to develop teaching skills at the university level under the direction of an experienced Social Work Educator. Students may complete the practicum either as a Teaching Assistant to a Faculty member in the College of Social Work or as an Instructor in the College. The particular structure and content of the practicum depends upon the experience and the learning objectives of the student. The guidelines for the teaching practicum are found on the syllabus for SOWK 872, although the student does not need to enroll for course credit. A copy of the syllabus is at the end of this manual.

In preparation for the practicum, the student should consult with his or her Faculty Advisor about individual learning needs to be addressed through the teaching experience and potential Faculty Instructors to supervise the practicum. The faculty member who supervises the practicum works with the student to develop a learning contract that defines the learning objectives, the activities designed to meet the objectives, learning outcomes and criteria for grading the student’s performance. The final learning contract must be approved by the Doctoral Director. The supervising faculty member may be from the COSW or another academic unit; in either case, the learning contract must be completed. The Doctoral Director is the instructor of record and gives the final grade upon recommendation by the Supervising Faculty Instructor. Completion of the teaching practicum is a prerequisite for teaching classes at the College of Social Work, see “Doctoral Students Teaching at the College of Social Work” in this manual.

SOCIAL WORK RESEARCH PRACTICUM

Students are required to complete a research practicum. The purpose of the research practicum is to develop competence in conducting research under the direction of an experienced faculty researcher. Students may complete the requirement for the research practicum in a variety of ways, depending upon their level of experience, learning objectives, the availability of opportunities to participate in research with faculty and in the community. The guidelines for the research practicum are found on the syllabus for SOWK 889, although the student does not need to enroll for course credit. The practicum may be taken while working as a research assistant but the student must complete a learning contract for the practicum with a supervising faculty member (per course syllabus) and demonstrate mastery of new knowledge and skills for a grade. The supervising faculty member may be from the COSW or another academic unit; in either case, the learning contract must be completed. The means for fulfilling the objective of the research practicum should be agreed upon by the student, the student’s advisor and/or Dissertation Director and the Doctoral Director. A copy of the syllabus is at the end of this manual.

ELECTIVES

Students must complete five electives as part of the approved Program of Study. These five include two substantive electives in departments outside of the College of Social Work, two electives in advanced research methods either inside or outside of the College of Social Work, and one other elective inside or outside the COSW. The two substantive electives must be doctoral level courses selected to form a subject or cognate area based on the student’s individualized research interests. A student may also take electives at accredited colleges or universities with appropriate graduate level courses with the approval of
the advisor or Dissertation Director. All electives must be approved by the student’s academic adviser and the Elective Review Form must be completed.

INDEPENDENT STUDY COURSES

Students complete the Independent Study Form (see COSW Student Services Coordinator) with the instructor. The course summary must be delineated in detail, and the form signed by the student and the instructor. The form is returned to the Doctoral Program Student Services Coordinator. The Student Services Coordinator will facilitate registration by the student. Students cannot use Independent Studies in lieu of required courses that engage similar content. Students may take no more than two independent studies; each must be with a different faculty member.

RESIDENCE AND MAXIMUM PERIODS FOR CREDIT ACCEPTANCE

The intent of a residency requirement is to ensure that doctoral students benefit from and contribute to the full spectrum of educational and professional opportunities provided by the graduate faculty of a comprehensive university. The doctoral residency requirement may be satisfied only after admission to the doctoral program. Residency requires enrollment in at least 18 graduate credit hours within a span of three consecutive semesters (excluding summers). Enrollment in summer term is not required to maintain continuity, but credits earned during summer terms (including May Session) will count toward the 18 hours required for residency.

All work to be applied toward the PhD must be completed within eight years prior to graduation. University of South Carolina courses taken longer than eight years prior to graduation may be re-validated by examination after approval by the student’s Dissertation Director, the Doctoral Program Committee, and the Dean of the Graduate School.

Students may need to engage in part-time study during some portion of his or her doctoral studies, and this should be taken into consideration in program planning. However, all students must be full-time during their first year in the program. After completion of core courses, a student must be enrolled for at least 1 credit during any semester in which dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used.

ENROLLMENT EXPECTATIONS

Doctoral students are expected to maintain continuous registration in spring and fall semesters until graduation unless granted a leave of absence by the Doctoral Program Committee. After the class-based program of studies is completed, the student must enroll for at least one hour of SOWK899 each fall or spring semester for a minimum of 12 hours of dissertation preparation. University policy requires that a student must be enrolled for at least 1 credit during any semester, including summer terms, in which dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used.

A leave may be of two forms:
A) Leave with extension of final deadline (required deadline is ordinarily eight years from start of program). USC Graduate School policies regarding student leave apply and will be found in the Graduate Bulletin.

B) Leave without extension of final deadline. In this case, the student takes a break from active enrollment in the program but the eight-year deadline still applies.

Typical reasons for leave are for care of newborns or other family members, military leave, and medical leave though other situations may arise that justify time away from doctoral study. Students who need to apply for leave must submit a written petition with supporting documentation and signatures to the Director of the Doctoral Program. The petition must contain evidence of consultation and planning with the student’s academic advisor(s), a leave timeline, and appropriate documentation providing evidence of the need for a leave.

Decisions regarding leave may be made on an emergency basis by the Director of the Doctoral Program. Within thirty days after an emergency leave has been granted, the student must submit a regular petition for leave.

Non-emergency petitions must be approved by the Doctoral Program Committee. Leaves of absence have a time limit. Students must register the semester following the end of the leave period unless granted an additional leave. Requests for additional leave must be based on petition with documentation just as for the original request. Decisions about extensions are made by the Doctoral Program Committee.

The graduate student taking leave may receive up to a one year extension of all academic responsibilities, including time to degree, removal of incomplete grades, and other deadlines, depending on the type of leave and the USC policies that apply. The Committee’s decision about a student’s leave request shall state whether it is leave with extension or leave without extension. Leaves that result in extension must be approved by the dean of the USC Graduate School.

COURSE REVALIDATION

Policy

Courses are valid for eight years in doctoral programs. Only USC courses listed and approved as the student’s official Program of Study filed and approved by the advisor, COSW Doctoral Program Director, and Graduate School may be revalidated. There is no provision for revalidating out-of-date courses from institutions other than the University of South Carolina.

Two factors are considered when revalidating courses: stability of course content and student content retention. If the course content has substantially changed since the student’s enrollment, revalidation will not be permitted. Revalidation of courses will confirm that the student’s retention of course content is comparable to that of current students who have just completed the course. The Doctoral Program Director may appoint a three-member faculty review committee to determine whether revalidation will be permitted for particular courses.
Procedure

The procedure for course re-validation is as follows:

- The student should first verify with the Doctoral Program Director that the requested course may be revalidated. If so, the authorized examiner will be identified.
- The student completes Section One of the “Permit for Revalidation Examination” available from the Graduate School;
- The student obtains the signature of the Dissertation Director;
- The student pays the course re-validation fee at the Treasurer’s Office;
- Present fee receipt and Permit for Revalidation Examination Form to the Director of the Doctoral Program;
- The Course Revalidation Examination will be written and determined by the examiner. Only one Revalidation Examination will be allowed per course; no retakes are permitted.
- The course examiner, after administering and grading the examination, will endorse the Permit for Revalidation Examination and return it to the Dean of the Graduate School.

ADMISSION TO CANDIDACY

The USC Graduate School has three requirements for students to be considered candidates for their respective degrees: 1) full admission to the doctoral degree program; 2) submission of Program of Study to the Graduate School; 3) passing a qualifying examination.

1. Admission to the USC College of Social Work doctoral program allows a student to work toward admission to candidacy for the PhD degree from USC.

2. After the second year of full-time study and successful completion of the core curriculum, the student takes the qualifying examination (described below). The student may re-take the examination one time.

3. After successful completion of the qualifying exam, the student and his or her Dissertation Director develop the Program of Study and submit it to the Graduate School for approval.

Meeting these criteria qualify a student for admission to candidacy by the Graduate School and the College of Social Work.

QUALIFYING EXAMINATION

Students are not eligible to take the Qualifying Examination until they have successfully completed with grade of B or higher SOWK 800, 801, 802, 890, 891, 892, 811, 830, 831, 850 (2 hours) and 894 (2 hours) (or their equivalents as approved by official action) and have a 3.0 GPA, not be on Academic Probation as determined by the graduate school or the COSW Doctoral Faculty, and have no outstanding Incompletes on his or her transcript.
A candidate for the PhD must pass the Qualifying Examination. The student must pass both a written and an oral component. The purposes of the examination are to assess the student’s readiness to proceed to the dissertation phase of study and to provide the student with a comprehensive, integrative educational experience. Students typically take the examination at the conclusion of the second year of coursework, following a successful second-year review.

The examination focuses on the core aspects of scholarship: discovery, integration, application and teaching. It asks students to draw on coursework and additional readings provided by the faculty at least one year in advance of the examination. The PhD curriculum requires extensive readings in each core course. In addition, prior to the qualifying examination, students are expected to complete a supplemental list of highly influential readings in social work and social thought. These readings will introduce students to important ongoing scholarly conversations, and both broaden and deepen their thinking about social issues. Through engagement of these readings as independent scholars (i.e., outside the classroom), students have an opportunity to synthesize this new material, integrate it with course readings, and enhance habits of critical reflection and learning.

Successful completion of the qualifying examination demonstrates the student’s emergence as a scholar capable of independent work, ready to embark on the dissertation process. Examination questions are drawn from the following general topic areas:

- Research methodology
- Theory-guided practice and research
- Explanatory theories of social problems
- History, philosophy and ethics of social welfare and the social work profession
- Diversity, social and economic justice and populations at risk.

All courses in the core curriculum are designed to promote student mastery of the following core competencies, which are assessed on the qualifying exam:

- Ability to read for deep understanding;
- Ability to interpret and apply research-based knowledge;
- Ability to critically apply theory to social problems and interventions;
- Ability to rely on authoritative sources (e.g. empirical evidence, theory) in forming an opinion;
- Ability to integrate knowledge from multiple sources to address novel social phenomena;
- Ability to communicate a scholarly perspective in writing;
- Ability to orally communicate a scholarly perspective.
The Qualifying Examination requires students to conceptualize, analyze critically and present their ideas in an organized and cogent manner. The examination is comprehensive in scope, drawing on coursework and a reading list distributed the previous year. Students are advised to attend carefully to all aspects of their course syllabi because success on the exam is directly associated with mastery of knowledge and skills covered in the core curriculum as well as the supplemental readings.

Questions for the written exam are developed and graded by an examining committee. The examining committee is composed of members of the Doctoral Committee, doctoral program faculty, and invited tenure-track faculty members of the College of Social Work. The grading options for the written component are: a) proceed to the oral examination, or b) fail. The grades assigned by the members of the examining committee are submitted to the doctoral director, who informs students of the results.

If the student passes the written exam, s/he moves on to the oral component. The examining committee that grades the student’s written exam also conducts the oral exam, focusing on areas of the written exam that were unclear, incomplete, or otherwise of concern. For students proceeding to the oral exam, grading options are: a) overall pass of the Qualifying Examination, or b) overall fail of the Qualifying Examination. If the student fails the oral component, it is required that s/he retake both the written and oral components of the exam.

Students who fail the Qualifying Examination may re-take it one time. Students who fail the re-take are not permitted to continue in the doctoral program in the College of Social Work.

Students whose primary language is not English may request and receive two additional hours for the Qualifying Examination. Students should make a written request for additional time to the Director of the Doctoral Program.

All students will be notified of the results of the qualifying examination by the Doctoral Program Director.

The Qualifying Exam must be passed no later than August in the year that would be the start of the fourth academic year of studies (after three fall and three spring semesters). The PhD degree must be awarded within five years of successfully passing the Qualifying Examination.

**DISSERTATION – OVERVIEW**

Within five years following successful completion of the Qualifying Examination, the student must present a dissertation based on original research that has been approved by the student’s dissertation committee, the Dean of the College of Social Work and the Dean of the Graduate School. The doctoral dissertation should demonstrate the student’s competence in research.

The dissertation must conform to Graduate School specifications (which may be obtained from the Graduate School at: [http://www.gradschool.sc.edu](http://www.gradschool.sc.edu)) and be written in acceptable American Psychological Association (APA) style. The final draft of the dissertation must be distributed to the members of the dissertation committee at least two weeks prior to the Dissertation Defense. Approval of the dissertation requires a majority vote of approval for final draft and the signatures of all members of the committee on the dissertation title sheet. If the final draft is not acceptable to the committee, the student must revise the
draft in accordance with the recommendations of committee members and resubmit the revisions for final approval. The member of the committee who is from outside the COSW must approve the final draft. During the preparation of the dissertation, any student who wishes to use University facilities or to confer with faculty on dissertation work must be enrolled officially for dissertation credit. Registration for a minimum of twelve credits in Dissertation Research (SOWK 899) is required of all doctoral candidates.

The candidate must meet all University of South Carolina Graduate School specifications and requirements. These are found at: http://www.gradschool.sc.edu. Candidates planning to graduate should pay close attention to the scheduled deadlines posted by the Graduate School. These deadlines will determine dates for dissertation defenses, submission of the dissertation to the Graduate School and other important requirements.

**DISSERTATION COMMITTEE**

The USC Graduate School Bulletin states who is eligible to serve on dissertation committees. The dissertation committee consists of four persons, including three eligible faculty members in the College of Social Work and one from outside the College of Social Work who are responsible for the approval of the dissertation proposal and final approval of the written dissertation and dissertation oral defense. The committee member from outside the College of Social Work may be from a college or university outside the University of South Carolina if the person is a full-time member of an accredited college or university and teaches graduate level courses. The committee members must be approved by both the College of Social Work Doctoral Committee and the USC Graduate School. Students typically form their Dissertation Committee within the year after passing the Qualifying Exam.

Each student should consult with the Director of the Doctoral Program prior to forming the Dissertation Committee. It is the student’s responsibility then to seek the agreement from the chosen faculty member to serve as dissertation chair. If the faculty member agrees to chair the Dissertation Committee, other committee members should be approached, in consultation with the chair. Student preferences will be given every consideration when dissertation committee appointment assignments are made; however, the Dean and the Doctoral Committee will also consider other factors such as faculty workload and balance of expertise on the committee when approving committee appointments.

Once the committee is approved, it is possible, though unusual, for its membership to change. A faculty member may be unable to carry out committee duties (because of illness or sabbatical leave, for example) or may ask to be removed from the committee; or the committee member may not be able to serve the student’s best interests in completing the dissertation. A substitute member would then be obtained in keeping with the procedure for original selection of the committee.

If a dissertation study is changed substantially, the student may, with the approval of the Dean and the director of the doctoral program, ask for dissolution of the committee. Under these circumstances, a new committee would be formed and the entire process would resume, beginning with the approval of a dissertation proposal. The student will still be subject to the time frame that started with date of first year enrollment.
DISSERTATION PROPOSAL

The dissertation project must be original research that contributes new knowledge and must be independently led by the doctoral student. All work on a doctoral dissertation must be completed while the student is enrolled in the USC PhD program.

The topics for doctoral students’ dissertations must have relevance broadly to social work or social welfare. After all required coursework is completed and the Qualifying Exam passed, the student may write the Dissertation Proposal with the guidance of his or her dissertation committee.

Dissertation Proposal Guidelines

Each student must submit a Dissertation Proposal that: states the problem for study; summarizes relevant theoretical and empirical literature; specifies the expected contribution of the study; provides detailed methodology of the study including plans for data analysis and states its relationship to social welfare. The proposal must also include an IRB (Institutional Review Board) proposal that is ready for submission to the IRB and should identify any expected difficulties and explicit plans for solving them in the course of carrying out the dissertation research.

No work on the dissertation should begin until after successful defense of the dissertation proposal, including a written dissertation proposal approved by the committee and oral defense of the proposal before the committee.

The dissertation proposal should include the following elements (elements 1-8 below apply to Options A and Option B):

1. **Student’s Name.**

2. **Preliminary Title.** (A Proposal for a Dissertation Tentatively Titled:____________________ )

3. **List of advisors and sponsors who are involved in supervising the dissertation.** Dissertation Committee members and other external or agency personnel involved with the proposed study.

4. **Research Proposal – use Option A or B as outlined below.** The core proposal may be submitted in a traditional or multi-article format. The proposal should contain a justification for why the chosen format is appropriate to the study.

5. **Report on pilot work completed or planned, if relevant.**

6. **Preparation.** Have courses and other experience fully prepared you to successfully complete the dissertation as proposed? If not, what steps will you take to ameliorate gaps, for example taking more courses or consulting with faculty?

7. **Timetable.** Demonstrate that the timetable estimated for completion of the dissertation is realistic and within the prescribed USC Graduate School time limit, given employment, research assistantship, and other demands on your time.

8. **Methodology Appendices.** Attach instruments, protocols and other relevant supporting documents.
Dissertations Research Proposal Option A – TRADITIONAL FORMAT

1. Introduction. Describe the rationale, aims, and significance of the study. What is the problem that you are investigating? What question(s) do you wish to answer with this study? What are the theoretical framework and/or conceptual model underlying the proposed research? How are you advancing knowledge? Why is the topic worthy of investigation? The question(s) or problem should be clearly stated in about one-half page. Then, as appropriate, and varying with the particular research design, state the hypotheses and operationally define the main concepts. Include a statement of the relevance to social welfare.

2. Foundation and conceptual framework. What does the literature reveal? The preliminary literature review should be about five to seven pages in length. It should focus on the relationship between extant knowledge and the research question(s), including gaps in knowledge in the field. Discuss the theoretical framework and/or conceptual model underlying the proposed research. Justify its relationship to the research question(s). At the proposal hearing, students should be prepared to justify their choice of literature in the context of the broader body of relevant scholarship and explain how the proposed research is derived from this body of literature.

3. Research Design and Methods. Describe in detail the research design. Discuss its strengths and limitations for answering the research question(s). The proposal must discuss the choice and rationale for the method selected. If the research employs quantitative methods, the description may include the sampling strategy (including strengths and weaknesses); measurement approach (including sources of data, descriptions of major variables, instrumentation, reliability and validity); issues of internal and external validity; specific procedures for conducting each stage of the research and preliminary plans for data analysis that includes anticipated statistical procedures and power analysis. Proposals for qualitative studies should discuss the research setting, sampling strategy or selection of informants (including strengths and weaknesses), issues of researcher role management; data collection techniques (e.g., interviews, observation, document analysis); strategies for recording, managing, and assuring the quality of data; and a specific plan for data analysis. Ethical and political ramifications of design choices should also be considered in the proposal and in the Institutional Review Board protocol. When appropriate, include drafts of instruments and protocols in the Appendices.

Provide information about available resources, sources of data, cooperation, project feasibility, and staff. Discuss anticipated problems and plans to overcome them. The proposal should report on: relationships to larger projects, status of gaining permission to use data sources and of IRB application, if required. If the dissertation is part of a larger project, specify the extent to which and how the design, methodology, collection of data and interpretation of findings will be your responsibility. Also indicate your responsibility to the larger project to make data available and restrictions, if any, on publication, including agreements about authorship.

Include a data analysis plan. Describe the procedures to be used for analyzing the data. If quantitative, identify statistical procedures to be conducted. If qualitative, identify procedures for analyzing and synthesizing the data.

Note major strengths and limitations of the study. Make explicit unique strengths of the study design. Note any design limitations and obstacles or difficulties expected in the execution of the study, and how you will address these.

Address human subjects review. How will you satisfy these requirements to conduct the research?
Option A – Final Dissertation: The dissertation for the traditional format must include the introduction, background literature / conceptual framework, methods, findings, discussion/conclusions, reference list, and appendices.

Dissertation Research Proposal Option B: DISSERTATION IN MULTIPLE PUBLISHABLE ARTICLE FORMAT

The doctoral dissertation may be submitted in a format that includes three or more manuscripts of publishable articles. These manuscripts must be appropriately embedded in a single cohesive dissertation. If a student chooses this option, it must be approved at the dissertation proposal stage. The student’s chair and committee must agree this is a suitable option for the research project. Students should be aware that choosing the multiple article format may be more time-consuming than the traditional format.

Sections of the dissertation submitted as manuscripts for publishable articles need to fully comply with manuscript expectations for publications. At least two of the manuscripts must be appropriate for peer-reviewed scholarly journals. The student should submit a list of suitable journals to the dissertation committee. A publishable article is one that the PhD Dissertation Committee members would agree could meet the criteria for acceptance in accordance with the review criteria for a scholarly journal selected by the student. Determination of whether a journal is scholarly will be by decision of the dissertation committee.

One of the three manuscripts may be a substantive translational work intended for a practice or community population. This document must be grounded in original research that is part of the dissertation, in final format, and appropriate for a review process similar to scholarly peer review (e.g., review by editors of a practice publication, policy committee, or coordinating committee for a community project). The review process must be approved by the dissertation committee. Examples of such documents are theoretically and empirically-informed original training manuals, policy analysis reports, or program evaluation reports with interpretive recommendations based on theory and research.

The multiple article dissertation must be organized around a cohesive theme. The dissertation must include a substantive introduction and conclusion that address the overarching research questions. Manuscripts may address a number of aspects of the research; examples are those that creatively synthesize the literature leading to a conceptual framework; examination of issues related to the study methods; and results of the original findings based on the study.

In the final dissertation, the sections that contain the multiple articles should be in a format ready for submission to journals or, in the case of a community-oriented translational work, the appropriate review group. The final dissertation must also meet the expectations of the USC College of Social Work Doctoral Program and the USC Graduate School.

The student must be the primary author of all articles. Co-authors may be added only if their contribution is substantive but minor. Their role must be explained to the committee. The student must have been responsible for the conceptual design, proposal development, data collection and analysis.
interpreting results, and writing the manuscript. Co-authors must be identified at the defense and a signed statement indicating any role they had in the publication must be submitted.

All parts of the dissertation must have been produced while the student was in the program at USC and after the defense of the dissertation proposal. The overall study must be the student’s independent, original work. One of the articles may have been published prior to the defense of the final dissertation but the student should be aware of copyright issues if this is the case. If all or any part of any chapter has been previously published, the student must obtain a letter of permission from the journal publisher allowing the student to use the work in the dissertation. Doctoral students should inform the publisher that ProQuest Learning and Information Company will microform the dissertation and copies will be sold on demand. A copy of the letter must be submitted with the dissertation and provided to the Graduate School. In addition, proper credit must be given in the text of the dissertation.

Acceptance for publication or publication prior to the defense does not constitute automatic successful defense of the dissertation or any part thereof; that is a committee decision at the time of the defense.

Guidelines for proposing the introduction, foundation and conceptual framework, and research design and methods are the same as those of the traditional dissertation proposal (above). The dissertation proposal for the multiple publishable article manuscript format must be presented in the manner below:

1. Introduction
   a. Study rationale, aims, and significance;
   b. Research questions;
   c. Research design and methodological approach to overall study;
   d. Ethical issues and human subjects protection
   e. Limitations of the study.
2. Conceptual framework for the study as a whole and overall literature review (each article will have its own literature review);
3. Narrative that ties the three manuscripts together followed by outlines for each manuscript to be produced; each should include;
   a. Rationale, aims, and significance of the manuscript;
   b. Integrative review of relevant literature;
   c. Research design or method;
   d. Data analysis plan.
4. Timeline for completion.

The final dissertation for the multiple publishable article format must include:

1. Introduction;
2. Sections presenting each manuscript;
3. Conclusion to include:
   a. Major findings across all parts of the study;
   b. Limitations;
   c. Discussion that integrates findings across the articles and addresses gaps or reflections that are not apparent in the individual articles;
   d. Recommendations for future research and/or practice.
4. Appendices;
5. Copyright letters pertaining to any previously published work;
6. Identification of intended journals or venues for publication and copies of intended cover letters for submission of articles;

PROPOSAL DEFENSE AND COMPREHENSIVE EXAMINATION

The Dissertation Committee Chair is responsible for setting the date of the proposal defense. The Chair may set the date only after obtaining written confirmation from all Dissertation Committee members that the dissertation proposal is defensible. After the full Committee gives approval, the student must provide the Chair and all Committee members a complete proposal at least one week prior to the date of the proposal defense.

Use of consultants in dissertations: Doctoral candidates must demonstrate that they performed their own data analysis for their dissertation. They may consult with faculty and with outside experts as needed, but they must be able to perform and defend the major analytic procedures themselves.

When the student is ready for the Dissertation Committee to review the Dissertation Proposal, the proposal should be distributed to committee members at least two weeks prior to a Dissertation Proposal Review. During the Dissertation Proposal Review, the research question(s) and the proposed methodology for addressing the question(s) will be discussed. The committee will then decide whether the proposal will be approved as written or, if not, what action(s) should be taken. This should be documented on the Dissertation Proposal Action Form. A signed copy should be given to the Director of the Doctoral Program. The chair of the committee is responsible for placing the original Action Form in the student’s file. The student and committee members will sign a statement documenting specific recommendations. This statement will be attached to the Action Form and placed in the student’s file.

Dissertation Committee approval of the Dissertation Proposal, contingent upon demonstration of mastery of the literature pertaining to the dissertation topic and methods appropriate for investigation of the dissertation questions, satisfies the University requirement for graduate students to pass a Comprehensive Examination.

It is important that the committee not be convened until the chair and the student judge that the proposal is ready to be defended. It is generally useful to convene a working meeting with the full committee for preliminary consultation prior to scheduling the formal proposal defense. The proposal should demonstrate that the student has full command of the area under investigation, that the basis for the research is sound, and that the procedures are defined carefully.

A student will have the opportunity to begin to develop a Dissertation Proposal in SOWK 894 (Planning and Design of Dissertation). Successful completion of SOWK 894 does not necessarily mean that the Dissertation Proposal will be completely acceptable to the student’s Dissertation Committee. Dissertation Committee Members are ultimately responsible for approving the proposal.

The dissertation Proposal (Comprehensive Examination) must be submitted for defense no later than August in the year that would be the start of the fifth academic year of studies (after four fall and four spring semesters).
The Dissertation Committee should meet no later than two years after the proposal meeting to review the progress of the student’s research. It is the student’s responsibility to see that the meeting is convened.

**DISSERTATION DEFENSE**

The Dissertation Committee will conduct an Oral Dissertation Defense no less than thirty days before the date on which a candidate expects to receive the degree. Dissertation Defenses are open to the general public. The Director of the Doctoral Program will be responsible for dissemination notice of the time and location of the defense to the general college community and to the Graduate School. Students should consult the Graduate School website for relevant deadlines.

The Dissertation Committee is responsible for examining the candidate, after which comments and questions are invited from the general audience. Following this, the Dissertation Committee will have a closed discussion of the candidate’s defense. A positive vote by at least three members of the committee is required to pass the Dissertation Defense. Documentation of successful completion of the Dissertation Defense should be accomplished by completion of an attached Dissertation Defense Form. The Chair of the student’s Dissertation Committee should give the signed copy of this form to the Director of the Doctoral Program. Students should consult the Graduate School website for complete instructions.

In addition, the student is responsible for filing copies of the dissertation and abstract with the Dean of the Graduate School in accordance with USC requirements. One electronic copy of the final dissertation must be submitted to the Director of the Doctoral Program at the COSW.

A student is also expected to conduct a research colloquium for faculty and students based on his or her dissertation. The colloquium should be scheduled with the help of the chair of his/her dissertation committee.

**GRADUATION**

In order to graduate, students must:

- Formally apply for graduation at the beginning of the semester during which they expect to defend the dissertation;

- Be enrolled in at least one credit hour of SOWK 899 (Dissertation Research) the semester during which they anticipate graduating.

Students should consult the Graduate School website for complete information and requirements for graduation.
RESEARCH ETHICS REVIEW PROCEDURES AND ACTIONS

The student is responsible for obtaining current information regarding the College and University policies and procedures regarding requirements for review of dissertation research. **By the end of the first year of study, all COSW doctoral students must successfully complete the on-line human subjects protection training through the USC link to the Collaborative Institutional Training Initiative (CITI) at [http://www.citiprogram.org/](http://www.citiprogram.org/).** Doctoral students engaged in research must comply with USC research policies; helpful links are found at the Office of Research Compliance at the USC Office of Research and Graduate Education ([http://orc.research.sc.edu/](http://orc.research.sc.edu/)). Ethical research is an important aspect of a scholar’s professional responsibility.

DOCTORAL STUDENTS TEACHING IN THE COLLEGE OF SOCIAL WORK

Doctoral students may be eligible to teach undergraduate, BSW, or MSW level classes after successfully completing all courses in the first year of the program. Students must prepare for teaching in the following sequence of activities:

1. Complete the teaching assistance training required by the USC Graduate School;

2. Participate in teaching a course as a graduate teaching assistant (GTA), under direct supervision of a faculty member;

3. Successfully complete the Teaching Practicum (a required course in the doctoral program);

Students must receive positive evaluations by students and by a faculty reviewer in order to move from one level to the next and in order to continue teaching from one semester to the next.

After successful completion of the teaching practicum, doctoral students are eligible to teach independently in the College of Social Work. Teaching appointments are personnel decisions of the Dean and Associate Dean for Academic Affairs.

STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

The director of the doctoral program will regularly schedule meetings with doctoral students for purposes of mutual information sharing and discussion.

Several College of Social Work committees include doctoral students as either voting or non-voting members. Each academic year the Dean announces vacancies for doctoral students on College committees. A doctoral student from any class is eligible to serve on college committees if elected by colleagues.
**PhD COMPUTER LAB**

A PhD Computer lab is located in 1731 College St./Alumni House. This computer lab is available for the exclusive use of doctoral students. Each student is issued a building and lab key. Each computer lab unit is to be occupied on a first-come basis, and is not to be reserved for the use of any individual student. Students are expected to maintain the computer units and lab in a neat, orderly condition. Food is never permitted in the lab.

**STUDENTS WITH DISABLING CONDITIONS**

Students who are in need of accommodation or who need assistance with courses because of a documented disability should register with the Office of Disabilities. See [http://www.sa.sc.edu/sds/](http://www.sa.sc.edu/sds/)

- Student Disability Services is located in Room 106 of LeConte College and is a division of Housing and Student Development in Student Affairs.
- PHONE: 803-777-6142
- FAX: 803-777-6741
- TDD: 803-777-6744

**PROFESSIONAL AND ACADEMIC RESPONSIBILITY**

Doctoral students at the College of Social Work are preparing for leadership roles as social work scholars and are expected to demonstrate professional and academic responsibility at all times.

Students in the College of Social Work are bound by the Carolinian Creed and by the NASW Code of Ethics. The Carolinian Creed is available at [http://www.sa.sc.edu/](http://www.sa.sc.edu/) and states, in part, that “I will practice personal and academic integrity.” The Creed states that this commitment should eliminate the practice of plagiarism or borrowing another student’s work, lying, deceit, and excuse making.” In addition, the Carolina Community, available online at [http://www.sa.sc.edu/carolinacommunity](http://www.sa.sc.edu/carolinacommunity) states that “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program.” Any student who violates these rules or who knowingly assists another to violate these rules shall be subject to discipline and will be reported to the Office of Academic Integrity. In addition, the student may receive the grade of “0” on assignments that have been plagiarized.

This Rule is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Rule, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Rule.

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.

- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.

Unauthorized use of another person’s work without proper acknowledgment of source.

Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).

Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.

Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.”

Additional information about Academic Responsibility is available in the Carolina Community at http://www.sa.sc.edu/ under Housing and Judicial Programs: Academic Responsibility.

An instructor who suspects violations of academic responsibility should first discuss the situation with the student, and if suspicions are not alleviated, is required by USC policy to file an Academic Integrity Incident Report with the Office of Academic Integrity. That Office will call the student in for an interview, and may investigates further and/or impose disciplinary sanctions. See http://www.housing.sc.edu/academicintegrity/.

In addition to any penalties that the instructor or Office of Academic Integrity may impose, doctoral students charged with violations of academic responsibility must also have a review by a three-member Faculty Review Committee in the COSW in accordance with “Review Processes.” Given that students are bound by the NASW Code of Ethics and are expected to exhibit professional responsibility, any student charged with violation of professional responsibility must also have a review by a three-member faculty review committee in the COSW in accordance with “Review Processes.”

STUDENT RIGHTS AND RESPONSIBILITIES , INCLUDING GRIEVANCE

It is the responsibility of all students to be aware of USC and COSW standards and policies regarding academic and nonacademic expectations of students. In addition to the policies and procedures in this manual, COSW students at all levels (PhD, MSW, undergraduate) may find helpful information at the following links (this list is not exhaustive – other relevant policies are on the USC website http://www.sa.sc.edu/carolinacommunity/admin/).

Student Rights and Protections at the University of South Carolina
http://www.sa.sc.edu/carolinacommunity/student-rights/
Academic Freedom
http://www.sc.edu/policies/staf628.pdf

Equal Opportunity and Affirmative Action
http://www.sc.edu/policies/eop100.html

Non-discrimination policy
http://www.sc.edu/policies/eop104.html

Confidentiality of Student Records – Notification of Student Rights under FERPA
http://www.sc.edu/policies/acaf303.pdf

University Safety Programs
http://www.sa.sc.edu/carolinacommunity/safety/

Other key university policies relevant to students
http://www.sa.sc.edu/carolinacommunity/admin/
This includes policies related to protection from sexual harassment, sexual assault, stalking, and domestic violence relief, hazing, identification, computer access, responsible computer usage, intellectual property, religious workers, HIV/AIDS, English fluency, and others.

Professional and Academic Responsibility

Academic Responsibility – the Honor Code
http://www.sc.edu/policies/staf625.pdf

Carolinian Creed
http://www.sa.sc.edu/creed/

The USC Graduate School Academic Standards and Appeals:
http://gradschool.sc.edu/current/asgp.asp

Student Code of Conduct
http://www.sc.edu/policies/staf626.pdf

Alcohol and Other Drugs: Policies and Procedures
http://www.sa.sc.edu/carolinacommunity/adpolicies/

National Association of Social Workers Code of Ethics
http://www.naswdc.org/pubs/code/code.asp

Grievance Policies at the University of South Carolina

USC Student Grievance Policy – NonAcademic
http://www.sc.edu/policies/staf627.pdf
USC Academic Grievance Policy
http://www.sc.edu/policies/staf630.pdf

Grievances, Petitions, and Appeals – College of Social Work

There are times when a student may believe that a decision regarding her or his status as a student needs to be reconsidered. Students have a right to seek reconsideration. The procedures for the request vary depending on the nature of the concern.

Grade in a course or assessment of performance. If a student disagrees with the mark, grade, or assessment placed on her/his work, the student should discuss the matter with the instructor who assigned the grade. Final authority regarding assignment of the grade shall remain with the instructor. If the mark, grade, or assessment is assigned by a committee, the student should meet first with the chair of the committee. Final authority regarding assignment of the grade shall remain with the committee.

Unfair treatment. If a student is concerned that he or she has been treated unfairly, the student should seek the advice of the College of Social Work Ombudsperson, who can advise about the course of action to take. Options include the following:

- Concern about discrimination or harassment (when academic or nonacademic in the university context): If the student believes that he or she has been treated unfairly in the basis of age, race, color, sex, religion, national origin, disability status, veteran status, or sexual orientation, or has been sexually harassed, then the student shall seek assistance from the USC Office of Equal Opportunity Programs (http://www.sc.edu/eop/). Equal opportunity complaint processing policy is at: http://www.sc.edu/policies/eop101.html

- Concern about responsible teaching: If the student believes the instructor has violated Teaching Responsibilities (contained in the Faculty Manual) or USC policies on Freedom of Expression or Protection Against Improper Disclosure (as stated in the Carolina Community), then the student may file a grievance with the COSW Grievance and Appeals Committee. Steps in the Grievance Procedure are below.

- Concern about unjust or inequitable treatment that is not based in discrimination or treatment that creates unnecessary hardship: The student may file a grievance with the COSW Grievance and Appeals Committee if the student believes she or he has been treated unjustly or inequitably for reasons other than discrimination or has been required to face unnecessary hardship. Such grievances include, but are not limited to, such problems as: mistreatment by any University employee, wrongful assessment and processing of fees, records and registration errors, or violations of stated college policies. The concern may be academic or nonacademic. Steps in the Grievance Procedure are below.

Petition for special exception. If a student seeks an exception to standard rules and policies, the appeal should be made to the Director/Coordinator of the program (BSW/Undergraduate, MSW, PhD, or Certificate). The Director/Coordinator may make a decision regarding typical requests or may bring the
matter to the Program Committee. All decisions regarding exceptions, whether the decision is made by
director or committee, will be documented. Final authority regarding exceptions to the rules and policies
shall remain with the Program Committee. Students should plan ahead and allow adequate time (at least
two weeks) for the committee to consider the case and gather essential information before a decision can
be made.

College of Social Work Grievance Procedure. Students who seek to file a grievance should attend to
the following procedures.

Responsible parties:

- The College of Social Work Ombudsperson will advise the student about the grievance or
  petition procedure. The student also may seek assistance from the USC Ombudsman. In cases of
  alleged discrimination or harassment, the student may seek assistance from the USC Office of
  Equal Opportunity Programs (http://www.sc.edu/eop/). The COSW Ombudsperson will notify the
  COSW Office of Academic and Student Affairs (Associate Dean) when a student has made a
  request. The COSW Ombudsperson is elected by the faculty to a two-year term.

- The College of Social Work Grievance Committee will be comprised of a core committee to
  hear all grievances from students. Additional program representatives serve on the Grievance
  Committee as members only for cases involving the program they represent. Thus the committee
  includes the following:
    a. Core members (three faculty, elected by faculty for two-year terms);
    b. Program representative members from the PhD program (one student elected by students;
       one faculty member from the PhD Program Committee, elected by the PhD Program
       Committee);
    c. Program representative members from the MSW program (one student elected by students;
       one faculty member from the MSW Program Committee, elected by the MSW Program
       Committee); these representatives will hear matters pertaining to the MSW or certificate
       programs;
    d. Program representative members from the BSW/undergraduate program (one student
       elected by students; one faculty member from the BSW Program Committee, elected by
       the BSW Program Committee); these representatives will hear matters pertaining to the
       BSW or undergraduate programs.

Substitute members may be appointed by the dean on an ad hoc, time-limited basis to participate on the
Grievance Committee when a regularly elected member cannot participate for reasons of conflict of
interest or leave. The substitute must represent the same group (faculty, program, student) as the regular
member.

Faculty advisor: The student may have a faculty advisor present during any grievance procedure and one
other person of the student’s choosing. However, the advisor and the other person are not permitted to
participate directly in the grievance process or to speak for the student.
Course of action:

A student who wishes to bring a grievance within the College of Social Work should take this course of action.

1. The student should discuss the matter and seek resolution with the faculty member or other person alleged to have caused the grievance. This should occur within ten working days of the date when the situation occurred that precipitated the grievance.

2. If no satisfactory resolution is achieved, the student should contact the Program Director of the academic program in which the student is enrolled (BSW-Undergraduate, MSW, Certificate Programs, PhD). This should occur within five working days after discussion with the faculty member or other person alleged to have caused the grievance.

3. If no satisfactory resolution is achieved, the student should contact the COSW Ombudsperson. This should occur within five working days after discussion with the Program Director.

4. If the Ombudsperson advises the student to file a grievance with the COSW Grievance Committee, within five days of the Ombudsperson’s recommendation, the student should file a written request for a grievance hearing. The request is submitted to the Office of the Associate Dean for Academic Affairs, who notifies the chair of the Grievance Committee.

5. The student bringing the grievance will have the opportunity to present to the COSW Grievance Committee either in writing or in person any and all evidence pertaining to the grievance.

6. The student should be aware:
   a. Within ten working days of receiving the request for a hearing, the Grievance Committee will have a preliminary discussion of the case and will schedule a hearing. The Committee will notify all persons who may be a party to the grievance.
   b. Those persons who disagree with the claims of the grievance or have additional information will have the opportunity to present to the COSW Grievance Committee either in writing or in person any and all evidence pertaining to the grievance.
   c. All parties to the grievance have a right to see all evidence pertaining to the grievance.
   d. If evidence is presented in person, the committee will have the opportunity to ask questions for points of clarification.
   e. The Committee will ask all parties to the grievance to leave the room so that committee members only can deliberate the case.
   f. The Committee may make the following determinations:
      i. There is no cause for a grievance, the meeting is over, and the parties are dismissed. All parties will be brought back to the meeting to hear the resolution. All parties are bound by the committee’s decisions unless any party decides to appeal the grievance further.
      1. A student may appeal to the USC Ombudsman.
      2. A faculty member may appeal to the Faculty Grievance Committee.
        
      http://www.sc.edu/ombuds/grievance.shtml
   g. The Committee will make a written record of the findings and resolutions and submit a copy to all concerned parties and the Associate Dean for Academic Affairs.
SEXUAL HARASSMENT POLICY IN THE ACADEMIC SETTING

A. It is the policy of the University of South Carolina system, and the College of Social Work in order to maintain an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of employees or students is prohibited. Such conduct is unacceptable and will not be tolerated. It is a form of behavior which seriously undermines the atmosphere of trust essential to the academic environment. This policy is in keeping with Federal and state laws prohibiting sex discrimination. It is also the policy of the University that willful false accusations of sexual harassment shall not be condoned.

B. Sexual harassment offenders shall be subject to disciplinary action which may include, but is not limited to, oral or written warnings, demotion, transfer, suspension or dismissal for cause.

C. Legal Authority: Sexual harassment is a form of sex discrimination which, for employees, is prohibited under Title VII of the Civil Rights Act of 1964 and under Title IX of the Education Amendments of 1972 for students. The South Carolina State Human Affairs Law also prohibits sex discrimination.

D. Definition
   1. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex when such behavior falls within the definition outlined below.
   2. Sexual harassment of students at the University of South Carolina is defined as unwelcomed sexual advances, requests for sexual favors, verbal or other expressive behaviors, or physical conduct commonly understood to be of a sexual nature when:
      a. submission to such is made either explicitly or implicitly a term or condition of an individual’s employment or education;
      b. submission to or rejection of such conduct is used as a basis for academic or employment decisions or assessments affecting the individual’s welfare as an employee or student;
      c. such conduct has the purpose or effect of unreasonably and substantially interfering with an individual’s welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning work, or educational environment;

E. Examples of Prohibited Behavior: Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct included in the definition of sexual harassment include, but are not limited to:
   1. Threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties;
   2. Continual or repeated verbal abuses of a sexual nature including graphic commentaries about a person’s body; sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person; sexually degrading words to describe the person, or propositions of a sexual nature;
   3. Threats or insinuations that the person’s employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

F. Consensual Relationships:
   Consensual sexual relationships between faculty and student, while not expressly forbidden, are generally deemed unwise. Such relationships, though they may be appropriate in other settings,
are inappropriate when they occur between members of the teaching staff and students. A professional power differential exists in these situations in terms of the influence and authority which one can exercise over the other. If a charge of sexual harassment is lodged regarding a once-consenting relationship, the burden may be on the alleged offender to prove that the sexual harassment policy was not violated.

G. Responsibility
   The Dean of the College of Social Work is responsible for providing a work and educational environment free from sexual harassment.

H. Policy of Non-Reprisal
   No faculty or staff member, applicant for employment, student or member of the public may be subjected to restraint, interference, coercion or reprisal for seeking information about sexual harassment, filing a sexual harassment complaint or serving as a witness.

I. Procedure
   Any student who feels that she or he has been sexually harassed under the above definition and who wishes further information or who wishes to file a complaint, should immediately contact the Dean of the College of Social Work and one of the following: Vice President for Student Affairs or the equivalent student affairs officer on the campus, the System Affirmative Action Officer, or the campus Affirmative Action Coordinator. Any faculty or staff member receiving a complaint of sexual harassment should seek the advice of the System Affirmative Action Officer as soon as possible.
STUDENT SUPPORT SERVICES

For further information, consult the websites of the College of Social Work and the Graduate School at:
www.cosw.sc.edu
www.gradschool.sc.edu

Information for international students is at:  http://iss.sc.edu/
REQUIREMENTS FOR:

Annual Performance Review  38-42
Portfolio                    43-45
Teaching Practicum          46-55
Research Practicum          56-68
DOCTORAL STUDENT ANNUAL ADVISEMENT REVIEW

STUDENT: __________________________________________ Yr Entered: __________

Adviser: ___________________________________________ Date of Review __________

Each doctoral student is expected to have an Annual Advisement Review to assess progress toward educational goals, academic performance, and professional development. This review is part of the student file and subject to confidentiality as are all student records.

**Process:** The student is responsible for contacting her/his adviser to schedule a review meeting during the spring semester. Other faculty or research supervisors who know the student’s work may be included in the meeting. If students are not present in the area of the Columbia campus, they may arrange a meeting by telephone or videoconferencing (if equipment is available). Before the meeting, students should send to their adviser:

- Program of Study (USC Graduate School form) with written rationale for chosen courses. The rationale should provide the basis of a research agenda that has a focused topic and method. In the first year, the program will be tentative. The program should be updated each year.
- Program Progress Checklist (see attached)
- A 1 page narrative summary of annual progress and goals (guidelines follow)
- A current CV
- The e-portfolio

After the meeting, the materials should be signed by the student and the adviser and placed in the student’s file at the COSW Student Records Office. A copy of the review should be sent to the Director of the COSW PhD Program. The Advisement Review should be completed by **April 15** of each year.

Student signature: _____________________________ Date: ______________

Chair / adviser signature: _____________________________ Date: ______________
## PhD Program Progress – CHECKLIST

*Note this is supplemental to the USC Program of Study Form that is submitted to the Graduate School*

Check boxes to indicate completed requirements  
Fill in blanks as indicated

<table>
<thead>
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<th>STUDENT: ___________________________ Yr Entered: __________</th>
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<td>Date of this report: ________________________________</td>
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### FIRST YEAR

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<td>(Check only if applicable)</td>
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<tr>
<td>Status of incompletes (if any)</td>
<td>Course topic:</td>
<td>Semester started:</td>
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<td></td>
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### SECOND YEAR

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<tr>
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### SECOND OR THIRD YEAR

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<td>Faculty supervisor:</td>
</tr>
<tr>
<td>Research Practicum completed</td>
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<td></td>
<td>Faculty supervisor:</td>
</tr>
<tr>
<td>Language requirement completed</td>
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<td></td>
<td>Date:</td>
</tr>
<tr>
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<td>After core courses completed</td>
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### THIRD YEAR

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<th>Semester started:</th>
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Identification of dissertation proposal committee | End of 3rd year |  | Chair:  
|  |  | Other COSW Members:  
|  |  | Outside Member:  

|  
|  
|  
|  

### THIRD YEAR OR BEYOND

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<td>Dissertation proposal successfully defended</td>
<td>After quals</td>
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<tr>
<td>Dissertation progress review (if not complete within 2 years, a meeting is required)</td>
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<tr>
<td>Completion of dissertation and successful oral defense</td>
<td>Must be within 5 years of passing quals</td>
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<td>Deadline:</td>
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<tr>
<td>Dissertation colloquium presented</td>
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</table>
Narrative Summary of Progress and Goals

Attach your plan for program completion, with timetable.

Write a brief synopsis of your progress this year.

Focus on
- Developing knowledge and skills as an independent scholar
- Progress toward a focused research agenda
- Preparing to teach
- Other professional development issues
- Financial support

Consider your strengths and weaknesses. Identify opportunities at USC and elsewhere for meeting your goals.

Identify your goals for next year.
Starting in 2010, doctoral students will develop a confidential electronic portfolio of major products (e.g. papers for classes, article manuscripts, reports for community-based projects, practica products, C.V. statement of teaching philosophy). With the student’s permission, parts of the portfolio may be placed on the COSW website. Guidelines for the portfolio, developed by the Doctoral Program Committee, are as follows:

The purpose of the portfolio is to document the student’s professional and intellectual development as a scholar. Items in the portfolio are intended to demonstrate the student’s mastery of such skills as:

- Critical thinking and expression using multiple media (e.g. writing, visual presentation, tables, graphics);
- Capacity for integrating theory and applying theory to researchable questions;
- Competence in conducting research;
- Competence in teaching;
- Promise as a continuous learner and mentor to other learners;
- Competence in collaboration and community engagement;
- Leadership potential.

The portfolio is developed by the student in consultation with the student’s primary faculty mentor. Items in the portfolio should be inserted after reflection and revision by the student. The process of portfolio development provides a foundation for the academic job search.

The student will submit the developing portfolio at each annual review (see guidelines for annual review in the Doctoral Program Manual).
Items in the portfolio should include (but are not limited to):

a. Curriculum vitae;

b. Teaching:
   i. Statement of teaching philosophy (to be developed in SOWK 872);
   ii. Statement of teaching preferences and qualifications;
   iii. Syllabi of courses taught, co-taught or assisted;
   iv. For each course taught or assisted, statement of role (e.g. lectured, graded assignments, developed presentations);
   v. Record of participation in USC Center for Teaching Excellence training events (on-line or in person) – at least two per year for three years;
   vi. Teaching evaluations by students enrolled in each course;
   vii. Teaching evaluation(s) by faculty (one per course taught);
   viii. Teaching evaluation of doctoral student peer (one per course)
   ix. Optional (may be completed in SOWK 872):
       1. Record of participation in curriculum or course development;
       2. Reflection on critical teaching incident;
       3. Original product related to teaching (e.g., manuscript for publication, training document, evaluation report).

c. Research:
   i. Statement of research agenda;
   ii. Innovative, integrative literature review;
   iii. Statement of proficiency in particular research methods;
   iv. Record of completion of specific research training (other than coursework);
   v. Two or more abstracts submitted for conference presentations;
   vi. Report on community-engaged research;
   vii. Record of attendance at USC research colloquia – this must be at least three per year for three years;
Portfolio p. 3 of 3

viii. Dissertation proposal;
d. Manuscripts submitted for publication;

e. Unpublished manuscripts (e.g., needs assessment, evaluation, technical report, policy report)
f. Grant or program proposals;
g. Record of service to the academic institution, community, and profession.
Course Overview

Students in the USC College of Social Work doctoral program are preparing for careers as social work educators and community leaders. In this course, students acquire practical teaching experience under the supervision of a social work faculty member. While including some standardized requirements for all students, the practicum is individually tailored to enhance the student’s preparation for teaching in university and community settings based on an assessment of the student’s prior teaching experience and skills and current interests.

Course Content

The student will participate in various aspects of the teaching enterprise as outlined below. The student will be matched to a faculty member who teaches in substantive areas of interest to the student and, if necessary, for which the student has qualifying social work practice experience. Each practicum is designed based on standard requirements and the student’s individual learning needs. Please note that the Teaching Practicum is intended to facilitate the acquisition and use of teaching skills. A precise match between students’ substantive teaching interests and the focus of their practicum may not be feasible, however, and is not essential for a successful practicum.

Course Requirements

The practicum is typically tied to the faculty supervisor’s classroom course (or a classroom course taught by the student) and related projects. Although the work will typically begin prior to the registered semester, it is expected that completing the practicum will require the equivalent of 9-12 hours per week for one semester. The proposed Student Contract, as approved by the Teaching Practicum Faculty Supervisor and the student’s Program of Study Committee (indicated by the chair’s signature), must be submitted to the Doctoral Program Director no later than the first day of the semester in which it begins.

Course Objectives

Each student will have an individualized learning contract negotiated with the faculty supervisor. This contract must be approved by the Teaching Practicum Faculty Instructor, the student’s Program of Study Committee (indicated by the chair’s signature), and the Director of the Doctoral Program before the classroom course commences. The contract template is included at the end of this syllabus. Students who successfully complete this course will acquire the learning outcomes and skills designated in their individualized learning contract. The specific outcomes will vary depending on the learning needs and interests of the student.
Teaching Practicum p. 2 of 10

At the end of the teaching practicum, the student should be able to demonstrate at least beginning ability to:

1. Design instructional activities (e.g., lecture, discussion, experiential activities, written assignments) that advance students’ knowledge, understanding, and/or skills related to a particular area of the social work curriculum;
2. Implement these instructional activities and other pedagogic methods that advance students’ knowledge, understanding, and/or skills in the selected area;
3. Design and implement methods for evaluating student achievement of the specific learning objectives established in #1 and 2;
4. Assess and critique the student’s own and the supervising faculty member’s instructional effectiveness.

Learning Methods

Students may complete the requirement for the teaching practicum in a variety of ways. With approval of a faculty supervisor, the student will submit the learning contract for the teaching practicum to the doctoral program director (see form below that must be used for the teaching practicum). For all students, the teaching practicum contract requires:

1. Development of a teaching portfolio (see requirements below)
2. A major teaching/learning project (selected from the list below)
3. Four or more teaching-related activities (selected from the list below).

Course Deliverables

The teaching practicum is intended to prepare doctoral students for teaching in higher education while accommodating their diverse experiences, interests, and learning needs. Accordingly, the practicum requires some elements of all students but allows individual students to select and contract for other elements in creating an individualized teaching practicum.

All students will construct an electronic teaching portfolio as part of their work for SOWK 872. Some elements are required of all students for the teaching practicum while others are optional. Following the teaching practicum, these elements may be updated and revised as the student progresses through the doctoral program.

Teaching Portfolio

As part of the teaching practicum, the student will begin development of a teaching portfolio for use in the academic job search. The faculty supervisor will supervise development of the teaching portfolio. At the end of the teaching practicum, the student’s teaching portfolio must include the following elements:

- Statement of teaching philosophy
- Statement of teaching preferences (i.e., content areas) and qualifications (e.g., practice experience)
- Documentation for major teaching/learning project (see further information below)
- List of courses taught/assisted and specific role in each
- Syllabi for courses taught
Teaching Practicum p. 3 of 10

- Formal activities to prepare for teaching (e.g., training, workshops, certificates)
- Evaluation of teaching performance by classroom students
- Self-evaluation of teaching performance
- Evaluation of teaching performance by faculty supervisor

In addition, the teaching portfolio may include these optional elements:
- Record of participation in curriculum or course development;
- Reflection on a critical teaching incident
- Original product related to teaching (e.g., manuscript for publication, decision case, training document, evaluation report).
- Preparing Future Faculty credential

Following the teaching practicum, students assume responsibility for updating their teaching portfolios and their Program Advisory Committee will assume oversight of it.

**Major Teaching/Learning Project**

The teaching practicum will center on one major teaching/learning project related to the faculty supervisor’s classroom course. The project must be approved by the faculty supervisor of the practicum. For example, it may include:

- Development and assessment of a scoring rubric for major course assignment
- Writing and teaching a decision case
- Creating a podcast for course content
- Developing a syllabus for a new elective course
- Systematic, IRB-approved research on teaching practice (with lit review)
- Paper on a contemporary issue in social work education for submission to a journal for publication

Ideally, this project will make a substantive contribution to teaching practice in the COSW or the profession.

**Other Learning Activities**

The teaching practicum will include four or more additional learning activities (i.e., at least one per practicum learning objective) related to the student’s individual learning needs. The student will select these activities in consultation with the practicum faculty supervisor. The activities must be approved by the faculty supervisor of the practicum and included in the practicum learning contract. For example, other learning activities may include:

- Course planning (e.g., syllabus, assignment instructions, selection of text/readings)
- Lesson plan for and critical reflection on own teaching session(s)
- Peer reviewed demonstration of selected teaching approaches (one or more of):
  - Lecture
  - Discussion
  - Planning and leadership of experiential activity
  - Case discussion
Teaching Practicum p. 4 of 10

- Role play of social work practice (with debriefing)
- On-line module for class session(s)
- In-depth analysis of a critical incident in own teaching experience (with lit review), in either higher education or community setting
- Critical reflection on use of a Classroom Assessment Strategy in own teaching practice
- Assessment of learning outcomes
- Classroom management
- Plagiarism prevention, remediation, and penalty
- Grading (one or more of):
  - Written feedback for homework, draft papers, or final papers
  - Exam/quiz construction
  - Development/use of grading rubric for written assignment
  - Development/use of scoring rubric for live or video performance
  - Feedback on writing
- Student advising
- Assist course/curriculum development by COSW faculty
- Participate on faculty committees
- Community and conference presentations
- Other activities: __________________________________________

In developing the learning contract, students are encouraged to select activities that also fulfill requirements for the Preparing Future Faculty credential. This credential is offered as part of a national program established by the Council of Graduate Schools, the Association of American Colleges and Universities, the Pew Charitable Trust and the National Science Foundation. At USC, it is administered through a partnership between the Center for Teaching Excellence and the Graduate School. More information is available at http://www.sc.edu/cte/pff/index.shtml.

Calendar

Because the practicum is tied to a classroom course, it will at minimum require one semester. But, as in teaching a classroom course, it will typically require significant advance preparation before the semester begins. The student’s learning contract with the supervising instructor must include a specific work plan with a calendar of major milestones. The student will submit documentation of achievements in the form of a teaching portfolio and other documents as agreed upon.

Grades

Grades are recorded by the Doctoral Program Director, based upon grades assigned by the practicum instructor. Students will be awarded a pass or fail grade for the teaching practicum. A passing grade will be assigned by the faculty supervisor for completion of work that meets standards of effective performance. Students who do not receive a passing grade must repeat the practicum. The original grade remains on the student’s transcript.
Teaching Practicum p. 5 of 10

Academic Responsibility and Student Conduct

On November 15, 2004 the USC College of Social Work faculty adopted the requirement that every syllabus for every course taught at the College of Social Work include the following statement:

Students in the College of Social Work are bound by the Carolinian Creed, by the NASW Code includes but is not limited to cheating on tests, using another’s work without attribution or permission, or allowing someone to use your work, whether on an exam or a paper, will not be tolerated in the College of Social Work. There is a detailed explanation as to what entails plagiarism below and on the USC website cited below. It is the student’s responsibility to be fully informed as to what constitutes plagiarism and to refrain from all activities that constitute plagiarism. If you have questions as to behaviors that constitute plagiarism and other forms of misconduct, please consult with your instructors.

The Carolinian Creed is available at http://www.sa.sc.edu/carolinacommunity and states, in part, that “I will practice personal and academic integrity.” The Creed states that this commitment should eliminate the practice of plagiarism or borrowing another student’s work, lying, deceit, and excuse making. The NASW Code of Ethics is available at www.naswdc.org/. The Code of Ethics states “Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.” One of the values on which the Code of Ethics is based is that of integrity and one of the ethical principles derived from this value is “Social workers behave in a trustworthy manner.”

The Carolina Community, available online at http://www.sa.sc.edu/carolinacommunity/ states that “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.”

“This Rule is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Rule, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Rule.

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
4. Unauthorized use of another person’s work without proper acknowledgment of source.
5. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
Teaching Practicum p. 6 of 10

6. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.

7. Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.”

Additional information about Academic Responsibility, Academic Freedom and the Student Code of Conduct relevant to classroom performance and behavior is available at http://www.sa.sc.edu/carolinacommunity/ under Housing and Judicial Affairs.

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UNIVERSITY OF SOUTH CAROLINA
COLLEGE OF SOCIAL WORK

Social Work 889:
DOCTORAL SOCIAL WORK TEACHING PRACTICUM

STUDENT CONTRACT

Student’s Name: _________________________________________________________
Faculty Supervisor’s Name: _____________________________________________
Semester: ____________________ Year: ____________

Anticipated dates, scheduled days and hours the student will regularly devote to the teaching practicum:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Summary of the teaching activities in which the student will be involved:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Course objectives and learning outcomes will be measured as follows:

Checklist for Teaching Portfolio

Required elements:
☐ Statement of teaching philosophy
☐ Statement of teaching preferences (i.e., content areas) and qualifications (e.g., practice experience)
☐
Teaching Practicum p. 7 of 10

- Documentation for major teaching/learning project
- List of courses taught/assisted and specific role in each
- Syllabi for courses taught
- Formal activities to prepare for teaching (e.g., training, workshops, certificates)
- Student evaluation of teaching practice
- Faculty review of teaching practice

Optional elements:
- Record of participation in curriculum or course development;
- Reflection on a critical teaching incident
- Original product related to teaching (e.g., manuscript for publication, decision case, training document, evaluation report).
- Preparing Future Faculty credential

Proposal for Major Teaching/Learning Project and Its Deliverable

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Other Learning Activities (at least one per course objective)

1. Design teaching activities

Planned activity: __________________________________________________________

________________________________________________________________________

Planned outcome/product: __________________________________________________

________________________________________________________________________

2. Conduct teaching activities

Planned activity: __________________________________________________________

________________________________________________________________________

Planned outcome/product: __________________________________________________
Teaching Practicum p. 8 of 10

3. Evaluate student learning in course

Planned activity: __________________________________________________________
________________________________________________________________________

Planned outcome/product: ______________________________________________________
________________________________________________________________________

4. Evaluate own teaching performance

Planned activity: __________________________________________________________
________________________________________________________________________

Planned outcome/product: ______________________________________________________
________________________________________________________________________

Approval Signatures

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<td>Faculty Supervisor</td>
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<td>Program of Study</td>
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<td>Committee Chair</td>
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<td>Director of Doctoral</td>
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<td>Program</td>
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</table>
At the completion of the practicum, the student and faculty supervisor will complete this Teaching Practicum Completion Form, describing the teaching/learning tasks the student has completed, and the skills the student has acquired during the practicum. The student will submit documentation of milestone achievement at the completion of the practicum as addendum(s) to the Teaching Practicum Completion Form. After reviewing the completed Evaluation Form together, the faculty supervisor and student will sign the form and the supervisor will submit it (and supporting evidence) to the Director of the Doctoral Program.

Student’s Name: ____________________________________________
Faculty Supervisor’s Name: ___________________________________
Semester: ____________________ Year: ____________

☐ Student completed the equivalent of 9-12 hours per week for one semester for this teaching practicum

Course objectives and learning outcomes will be measured as follows:

Checklist for Teaching Portfolio

Required elements (Attach and include in electronic portfolio):
☐ Statement of teaching philosophy
☐ Statement of teaching preferences (i.e., content areas) and qualifications (e.g., practice experience)
☐ Documentation for major teaching/learning project
☐ List of courses taught/assisted and specific role in each
☐ Syllabi for courses taught
☐ Formal activities to prepare for teaching (e.g., training, workshops, certificates)
☐ Student evaluation of teaching practice
☐ Faculty review of teaching practice

Optional elements (If included, attach and include in electronic portfolio):
☐ Record of participation in curriculum or course development;
☐ Reflection on a critical teaching incident
☐ Original product related to teaching (e.g., manuscript for publication, decision case, training document, evaluation report).
☐ Preparing Future Faculty credential
Teaching Practicum p. 10 of 10

Major Teaching/Learning Project

☐ Major Teaching/Learning Project Deliverable (Attach)

Other Learning Activities

1. Design teaching activities
   □ Outcome/product: ____________________________

2. Conduct teaching activities
   □ Outcome/product: ____________________________

3. Evaluate student learning in course
   □ Outcome/product: ____________________________

4. Evaluate own teaching performance
   □ Outcome/product: ____________________________

Faculty supervisor should complete the following: Grade for this practicum: ______________

Comments?: __________________________________________

____________________________________________________________

Approval Signatures

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<td>Director of Doctoral Program</td>
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Research Practicum p. 1 of 13

UNIVERSITY OF SOUTH CAROLINA
COLLEGE OF SOCIAL WORK
Social Work 889:
DOCTORAL SOCIAL WORK RESEARCH PRACTICUM

Practicum Overview
Students in the USC College of Social Work doctoral program are preparing for careers as researchers and scholars. In this practicum, students acquire practical research experience under the supervision of a faculty member in social work or another discipline. The practicum is individually tailored, based on an assessment of the student’s prior research skills and current interests, to enhance the student’s applied research skills. The Research Practicum should complement classroom learning with hands-on research experience, and will teach students applied research skills prior to undertaking independent dissertation research.

There are two options for meeting the practicum requirement. The most common method is for students to work on a faculty research project. It is expected that students will be able to define and focus on a specific aspect of a larger project that will be their primary responsibility. The second option is for the student to conduct an independent research project under the supervision of a faculty member. The practicum supervisor is responsible for helping the student develop appropriate learning objectives and for evaluating the student’s progress toward meeting those objectives. Completion of the research practicum should help students complete items in their electronic portfolio.

Course Objectives
Students who successfully complete this practicum may acquire skills to:
- Independently describe all the elements of an operationalized community-based research study;
- Productively contribute to a team of researchers;
- Administer a human participants protocol;
- Collect or use primary data from human participants in accordance with a research protocol;
- Use a database of quantitative or qualitative data about human participants;
- Perform quantitative or qualitative data analysis;
- Administer a data monitoring and security plan;
- Interpret results of data analysis as a basis for dissemination of knowledge from the study;
- Write a research report based on the work the student completed.

Practicum Content
The student will participate in some components of the research enterprise as outlined below. The student will be matched to a faculty member who conducts research in areas of interest, or with research methodologies of interest, to the student. Each practicum is individually designed based on the student’s learning needs. Please note that the Research Practicum is intended to facilitate the acquisition and application of methodological research skills. A precise match
between students’ substantive research interests and the focus of their practicum research project may not be feasible, and it is not essential for a successful practicum.

**Practicum Requirements**

The practicum is not classroom-based, so the schedule is flexible based on the practicum learning contract. It is expected that the time for performing the work will be equivalent to 9-12 hours per week for one semester. Each student will have an individualized learning contract negotiated with the faculty supervisor. Students must have their research practicum contracts approved by their advisory committee before this practicum commences. This contract must also be approved by the Director of the Doctoral Program before this practicum commences. The contract template is included at the end of this syllabus. The proposed Student Contract, as approved by the Research Practicum Faculty Supervisor and the student’s Program of Study Committee (indicated by the chair’s signature), must be submitted to the Doctoral Program Director by the student no later than the first day of the semester in which it begins.

The student’s Research Practicum Learning Contract with the supervising faculty member must include a specific work plan with a calendar of major milestones. At the completion of the practicum, the faculty supervisor will complete the Research Practicum Completion Form, describing the research tasks the student has completed, the skills the student has learned during the practicum, and an assessment of the student’s strengths and weaknesses in undertaking research. The student will submit documentation of milestone achievement at the completion of the practicum as addendum(s) to the Research Practicum Completion Form. After reviewing the completed evaluation form with the student, both parties will sign the form and return it to the Doctoral Program Director as evidence of the student’s successful completion of the practicum.

Students may be involved in a simultaneous research practicum with other students who are also under the same faculty members’ supervision. The student may develop a research practicum under supervision of a faculty member who is not in the College of Social Work but would be enrolled in SOWK893 Doctoral Social Work Research Practicum. After completion of the practicum learning contract requirements, students are encouraged to continue working with their faculty supervisor on writing, presenting, and publishing the results of the study.

**Method of Instruction**

Students may complete the requirement for the research practicum in a variety of ways (see below for specifics). With approval of a faculty supervisor and Program of Study committee, the student will submit the learning contract for the research practicum to the doctoral program director (see form at the end of this syllabus that should be used for all research practicums).

**Grades**

Grades are recorded by the Doctoral Program Director, based upon grades assigned by the practicum instructor. Students will be awarded a pass or fail grade for the research practicum. A passing grade will be assigned by the faculty supervisor for completion of work that meets standards of effective performance. Students who do not receive a passing grade must repeat the practicum. The original grade remains on the student’s transcript.
Research Practicum p. 3 of 13

Learning Outcomes
Students who successfully complete this practicum will acquire social work research skills. The learning contract will state the specific learning outcomes and skills to be acquired in this practicum in the individualized learning contract.

Mandatory Research Practicum Activities & Outcomes

□ MANDATORY ACTIVITY 1: During one semester, attend at least two presentations about research (research findings, research methodology, or other) at the University of South Carolina and beyond. This can include the colloquia of faculty candidates at the College of Social Work and other departments and schools at the University. This can also include professional conferences that present research or evidence-based practice sessions.

□ MANDATORY ACTIVITY 2: Students will create a draft of their: research agenda (to be included in their electronic portfolios).

□ MANDATORY ACTIVITY 3: Students will create a draft of their: statement of proficiency in particular research methods (to be included in their electronic portfolios).

□ MANDATORY ACTIVITY 4: As the aim is to provide students with independent research experiences, it is expected that the practicum will involve participation in research design, data collection, data analysis, and data interpretation. Individual learning activities will differ according to the research projects available and student learning needs, but all students must substantively participate in at least two of the following categories in order to fulfill their research practicums:

   a) **Research planning** (e.g., authoring a literature review, writing grant applications, recruiting and collaborating with research sites, developing study protocols)

   b) **Study design** (e.g., developing and/or writing up the design, choosing study measures, choosing secondary data source, selecting data collection instruments, conducting power analyses, creating data analysis plan, implementing steps to comply with human subjects protection protocols, creating or using a database)

   c) **Study implementation** (e.g. entering the field, creating codebooks and participant databases, refining study protocols, recruiting and screening participants)

   d) **Data collection** (e.g., interviewing, conducting observation, retrieving secondary data, entering data into statistical or qualitative software)

   e) **Data analysis** (qualitative coding and analysis, statistical analyses of data)

   f) **Interpretation of findings** (creation of tables and graphs, writing up conclusions and implications of findings)
g) **Dissemination** (co-authoring or authoring paper(s) and peer reviewed journal article(s), submitting conference abstract(s), producing and presenting scholarly presentations and/or posters at professional conferences).

### Academic Responsibility and Student Conduct

*On November 15, 2004 the USC College of Social Work faculty adopted the requirement that every syllabus for every practicum taught at the College of Social Work include the following statement (individual faculty members can supplement this text):*

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The Carolinian Creed is available at [http://www.sa.sc.edu/carolinacommunity](http://www.sa.sc.edu/carolinacommunity) and states, in part, that “I will practice personal and academic integrity.” The Creed states that this commitment should eliminate the practice of plagiarism or borrowing another student’s work, lying, deceit, and excuse making. The NASW Code of Ethics is available at [www.naswdc.org](http://www.naswdc.org/). The Code of Ethics states “Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.” One of the values on which the Code of Ethics is based is that of integrity and one of the ethical principles derived from this value is “Social workers behave in a trustworthy manner.”

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2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.

3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.

4. Unauthorized use of another person’s work without proper acknowledgment of source.

5. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic
Research Practicum p. 5 of 13

work (including, without limitation, the scheduling, completion, performance, or submission of any such work).

6. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.

7. Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.”

Additional information about Academic Responsibility, Academic Freedom and the Student Code of Conduct relevant to classroom performance and behavior is available at http://www.sa.sc.edu/carolinacommunity/ under Housing and Judicial Affairs.
It is the student’s responsibility to complete as much as this contract as possible. Faculty supervisors and Program of Study committee members should review the content, and suggest additions and edits for the student to complete before the faculty supervisor and chair of the Program of Study committee sign off on the contract.

Student’s Name: ________________________________________________

Faculty Supervisor’s Name: ________________________________________

Semester: ______________________________________________________

Anticipated dates, scheduled days and hours the student will regularly devote to the practicum:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Summary of the research in which the student will be involved:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Checklist of the Mandatory Research Practicum Activities & Outcomes to be Completed in this Practicum- Students should check the boxes for all activities they will complete in this practicum

☐ MANDATORY ACTIVITY 1: During one semester, attend at least two presentations about research (research findings, research methodology, or other) at the University of South Carolina and beyond. This can include the colloquia of faculty candidates at the College of Social Work and other departments and schools at the University. This can also include professional conferences that present research or evidence-based practice sessions.

☐ MANDATORY ACTIVITY 2: Students will create a draft of their: research agenda (to be included in their electronic portfolios).

☐ MANDATORY ACTIVITY 3: Students will create a draft of their: statement of proficiency in particular research methods (to be included in their electronic portfolios).

☐ MANDATORY ACTIVITY 4: As the aim is to provide students with independently-lead research experiences, it is expected that the practicum will involve participation in research design, data collection, data analysis, and data interpretation. Individual learning activities will differ according to the research projects available and student learning needs, but all students must substantively participate in at least one activity in two of the following categories in order to fulfill their research practicums. Student advisory committees, and practicum faculty, should review these selections for sufficient rigor and reasonable workload. Please identify the two (or more) activities, and two (or more) categories, that will fulfill the learning objectives for this practicum by checking the boxes below:

☐ Category 1: Research planning
  ☐ authoring a literature review
  ☐ writing grant application
  ☐ recruiting and collaborating with research sites
  ☐ developing study protocols
  ☐ Other (please explain): __________________________________________
  ☐ Other (please explain): __________________________________________

☐ Category 2: Study design
  ☐ developing and/or writing up the design
  ☐ choosing study measures
  ☐ choosing secondary data source
  ☐ selecting data collection instruments
  ☐ conducting power analyses
  ☐ creating data analysis plan
  ☐ implementing steps to comply with human subjects protection protocols
  ☐ creating or using a database
Research Practicum p. 8 of 13

☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 3: Study implementation
☐ entering the field
☐ creating codebooks
☐ creating databases
☐ refining study protocols
☐ recruiting and screening participants
☐ training research team members
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 4: Data collection
☐ interviewing
☐ conducting observation(s)
☐ retrieving/accessing secondary data
☐ entering data into statistical or qualitative software
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 5: Data analysis
☐ qualitative coding and analysis
☐ statistical analyses of data
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 6: Interpretation of findings
☐ creation of tables and graphs
☐ writing up conclusions and implications of findings
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 7: Dissemination
☐ co-authoring or authoring paper(s) and/or peer reviewed journal article(s)
☐ submitting conference abstract(s)
☐ producing and presenting scholarly presentations and/or posters at professional conferences

It is expected that the time for performing the work will be equivalent to 9-12 hours per week for one semester. At the completion of the practicum, the faculty supervisor will complete the Research Practicum Completion Form, describing the research tasks the student has completed, and the skills the student has learned during the practicum. The student will submit documentation of milestone achievement at the completion of the practicum as addendum(s) to...
the Research Practicum Completion Form. After reviewing the completed completion form with the student, both parties will sign the form and return it to the Director of the Doctoral Program as evidence of the student’s successful completion of the practicum.

Practicum objectives and learning outcomes will be measured and delivered as follows:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Competencies</th>
<th>Outcome Measure/Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will acquire competence in research collegiality</td>
<td>Ability to be a doctoral-level research colleague</td>
<td>Attendance at research presentations</td>
</tr>
<tr>
<td>Student will acquire competence in creating a research agenda</td>
<td>Ability to create a research agenda</td>
<td>Research agenda in student electronic portfolio</td>
</tr>
<tr>
<td>Student will acquire competence in creating a statement of proficiency in particular research methods</td>
<td>Ability to create a statement of proficiency in particular research methods</td>
<td>A statement of proficiency in particular research methods in student electronic portfolio</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 1)</td>
<td>Ability to (insert research activity 1)</td>
<td>(Insert deliverable(s))</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 2)</td>
<td>Ability to (insert research activity 2)</td>
<td>(Insert deliverable(s))</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 3 if applicable)</td>
<td>Ability to (insert research activity 3)</td>
<td>(Insert deliverable(s))</td>
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</tbody>
</table>

Approval Signatures

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<td>Director of Doctoral Program</td>
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Research Practicum p. 10 of 13

At the completion of the practicum, the student and faculty supervisor will complete the Research Practicum Completion Form, describing the research tasks the student has completed, and the skills the student has learned during the practicum. The student will submit documentation of milestone achievement at the completion of the practicum as addendum(s) to the Research Practicum Completion Form. After reviewing the completed evaluation form with the student, both parties will sign the form and the instructor will submit it (and supporting evidence) to the Director of the Doctoral Program.

| Student’s Name: | ________________________________ |
| Faculty Supervisor’s Name: | ________________________________ |
| Semester: | ________________________________ |

Did the student work on this practicum the equivalent of 9-12 hours per week for one semester?

学生们应该完成以下红色列表中的项目:

**MANDATORY ACTIVITY 1:** 在一个学期中，至少参加两个关于研究（研究发现、研究方法论或其他）的大学南卡罗来纳大学及外部的演示。这包括社会工作学院、系及学校的讲演。这也可以包括专业的研究或证据支持的会议。

**List:**

**Research presentation 1 attended**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
</table>

**Research presentation 2 attended**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
</table>
MANDATORY ACTIVITY 2: Students will create a draft of their research agenda (to be included in their electronic portfolios).

This should be attached to this report, and included in the student’s electronic portfolio

MANDATORY ACTIVITY 3: Students will create a draft of their statement of proficiency in particular research methods (to be included in their electronic portfolios).

This should be attached to this report, and included in the student’s electronic portfolio

MANDATORY ACTIVITY 4: Check the TWO categories that the student completed in this practicum, and the activities that related to completing those categories:

☐ Category 1: Research planning
☐ authoring a literature review
☐ writing grant application
☐ recruiting and collaborating with research sites
☐ developing study protocols
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 2: Study design
☐ developing and/or writing up the design
☐ choosing study measures
☐ choosing secondary data source
☐ selecting data collection instruments
☐ conducting power analyses
☐ creating data analysis plan
☐ implementing steps to comply with human subjects protection protocols
☐ creating or using a database
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 3: Study implementation
☐ entering the field
☐ creating codebooks
☐ creating databases
☐ refining study protocols
☐ recruiting and screening participants
☐ training research team members
☐ Other (please explain): __________________________________________
☐ Other (please explain): __________________________________________

☐ Category 4: Data collection
☐ Interviewing
☐ conducting observation(s)
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☐ retrieving/accessing secondary data
☐ entering data into statistical or qualitative software
☐ Other (please explain): __________________________
☐ Other (please explain): __________________________

☐ Category 5: Data analysis
☐ qualitative coding and analysis
☐ statistical analyses of data
☐ Other (please explain): __________________________
☐ Other (please explain): __________________________

☐ Category 6: Interpretation of findings
☐ creation of tables and graphs
☐ writing up conclusions and implications of findings
☐ Other (please explain): __________________________
☐ Other (please explain): __________________________

☐ Category 7: Dissemination
☐ co-authoring or authoring paper(s) and/or peer reviewed journal article(s)
☐ submitting conference abstract(s)
☐ producing and presenting scholarly presentations and/or posters at professional conferences

Practicum objectives and learning outcomes were achieved as follows:

<table>
<thead>
<tr>
<th>Practicum Objectives</th>
<th>Competencies</th>
<th>Outcome Measure/Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will acquire competence in research collegiality</td>
<td>Ability to be a doctoral-level research colleague</td>
<td>Attendance at research presentations</td>
</tr>
<tr>
<td>Student will acquire competence in creating a research agenda</td>
<td>Ability to create a research agenda</td>
<td>Research agenda in student electronic portfolio</td>
</tr>
<tr>
<td>Student will acquire competence in creating a statement of proficiency in particular research methods</td>
<td>Ability to create a statement of proficiency in particular research methods</td>
<td>A statement of proficiency in particular research methods in student electronic portfolio</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 1)</td>
<td>Ability to (insert research activity 1)</td>
<td>(Insert deliverable(s))</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 2)</td>
<td>Ability to (insert research activity 2)</td>
<td>(Insert deliverable(s))</td>
</tr>
<tr>
<td>Student will acquire competence in how to (insert research activity 3 if applicable)</td>
<td>Ability to (insert research activity 3)</td>
<td>(Insert deliverable(s))</td>
</tr>
</tbody>
</table>
### Approval Signatures

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Faculty Supervisor</td>
<td></td>
</tr>
<tr>
<td>Director of Doctoral Program</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty supervisor should complete the following:**

Grade for this practicum (pass/fail): ____________

Comments? ______________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________