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INTRODUCTION

This handbook is intended for use by students and faculty of the UCLA Department of Social Welfare Ph.D. Program. We have tried to produce a current, accurate and informative handbook. All information, however, is subject to revision. It is the student’s responsibility to be familiar with the handbook’s content and to follow its guidelines.

This handbook is intended to be used in conjunction with the UCLA General Catalog, the Standards and Procedures for Graduate Study at UCLA, and the Graduate Adviser's Manual (highly recommended) that are available from the Student and Academic Affairs Section of Graduate Division in Murphy Hall. These publications go into greater detail than is possible here, and we have deliberately refrained from excess repetition of materials already contained in those sources (see www.gdnet.ucla.edu for information regarding graduate studies policies and regulations). A new edition of the General Catalog is published every two years, but the latest version is available on the World Wide Web http://www.registrar.ucla.edu/. The General Catalog includes course descriptions in all departments, and a calendar of important deadlines for the academic year for every aspect of registration, enrollment, student petitions, dissertations, etc. In general, forms for petitions, requests to the Graduate Division, etc. are available from the Student and Academic Affairs Section of Graduate Division.

The Department of Social Welfare is part of the Luskin School of Public Affairs (LSPA), established in 1994 with the goal of making UCLA a major center of professional education and scholarly research in public policy at all levels of government and the non-profit sector. The School has three departments—Public Policy, Social Welfare, and Urban Planning—and numerous research centers and activities. Visit the SPA site at http://luskin.ucla.edu/ for more information about the many resources available in UCLA’s newest professional school. Information about the doctoral program in social welfare can be found at http://luskin.ucla.edu/content/phd-curriculum.

MISSION OF THE DOCTORAL PROGRAM

The mission of the doctoral program in social welfare is to train research oriented scholars to advance the field of social welfare and social work practice through research and knowledge development. The purpose of the program is to provide the students with the necessary expertise, both substantive and methodological, that will enable them to assume leadership roles in academic,
To achieve that mission, all doctoral students are required to develop advanced knowledge and expertise in three interrelated areas: a) a substantive area of social welfare; b) social and behavioral science knowledge applicable to the substantive area; and c) research skills. Expertise in a substantive area of social welfare provides the foundation for advanced research in the area; social and behavioral science knowledge provides the theory and the empirical findings needed to understand and explain the causes, dynamics and outcomes of the subjects and processes addressed by social welfare; and research competence is necessary to undertake and design the empirical research needed to advance knowledge.

THE EDUCATIONAL MODEL

The program has several significant features. Research training, both formal and experiential, is at the core of the program. Flexibility is provided to help students attain in-depth competence in a substantive area of social welfare. Students progress from a common foundation in understanding social welfare problems, theories, and interventions toward a high degree of individualized specialization. This common foundation emphasizes the acquisition of analytic tools needed to understand, appraise and advance knowledge in social welfare. With these analytical tools, the students select a specific area of specialization and develop expertise in that area. Considerable emphasis is placed on the individualized instructional relationship between students and faculty mentors. The learning process involves more than classroom instruction. Students are expected to work closely with faculty in their roles as scholars and researchers. The program is interdisciplinary and students are encouraged to use the rich learning resources of the entire University. Doctoral students come with diverse academic backgrounds and levels of preparation and may want to enroll in selected MSW courses that can fill in gaps in knowledge needed to pursue advanced work. Students demonstrate their acquired expertise by producing scholarly work (e.g. the publishable scholarly paper) rather than through merely completing a set of courses. While the program requires completion of a limited set of courses, the emphasis is on acquisition of knowledge, and students who demonstrate possession of such knowledge on the basis of prior work and proficiency examinations may be exempted from specific course requirements.

Full-time students usually will be expected to enroll in twelve units of study each quarter. Although diversity of backgrounds makes it difficult to predict, students are expected to complete the program in about four years. There are
approximately two years of coursework and then the dissertation. Those in the combined MSW/Ph.D. program usually require an additional year.

THE DOCTORAL CURRICULUM

The doctoral curriculum covers three areas: a substantive area of social welfare, social/behavioral science knowledge, and research skills.

1. Substantive Area of Social Welfare

Knowledge of social welfare is generally organized in substantive areas, such as child welfare, aging, health, mental health, and poverty. These substantive areas encompass particular social welfare policies, methods of social work intervention (ranging from individual and community practice to policymaking), and an array of services for specific target populations. What is common to all these dimensions is the attempt to improve the well-being of individuals, groups, and communities. The professional roles and expertise of social workers are exercised through the formation, implementation, and evaluation of social welfare policies, through interventions focused on the interfaces among individuals, social systems and their environments, and through the design, management and improvement of service delivery systems targeted to specific populations or social problems. Every doctoral student develops a specialization in a substantive area of social welfare which serves as the focus of study.

As preparation for choosing an area of specialization, each student is required to take a year-long foundation course in “the craft of social welfare scholarship.” This course emphasizes analytical frameworks for studying social problems and frameworks for social welfare intervention (practice and policy) that address these problems. The course also provides students with the tools needed to analyze, understand and formulate research questions in specific areas of study. The end result of this course is a comprehensive bibliography and literature review in an individualized area of study that should ideally provide a foundation for their doctoral work.

To demonstrate readiness to advance in their doctoral education, students are required to pass an oral comprehensive examination at the end of the first year (see section on Comprehensive Examination). Following successful completion of the examination, the student and the faculty adviser develop a study plan (see section on Study Plan). In the second year, students continue to develop their substantive specialization through a research apprenticeship and relevant outside courses. These additional courses should be intellectually linked to the choice of specialization in the social and behavioral sciences and to the study of research methods.

Doctoral Handbook, September 2015
2. Social and Behavioral Science Knowledge

The study of social and behavioral science is one of the essential ingredients for the advancement of social welfare by providing knowledge to understand and explain the objects, processes and outcomes of social work intervention. Thus, the specialization in a substantive area of social welfare must be integrated with an appropriate and specific theoretical and empirical body of knowledge derived from the social and behavioral sciences. Examples of social and behavioral science areas include organizational theory, child development, social development/change, social psychology, deviance/abnormal behavior, and social learning. The student must develop an expertise in such a body of knowledge and learn to apply it to a specific area of social welfare. It is through such application that new models of intervention, anchored in theory and empirical findings, can be developed and tested.

To achieve such expertise, each student is required to take at least three graduate level courses in a social and behavioral science area. Such an area must be chosen in conjunction with the specialization in a substantive area of social welfare and must be shown to be relevant and important to the advancement of knowledge in that area. Normally, these courses are taken outside the Department of Social Welfare in one of UCLA’s outstanding social and behavioral science departments, or in the University’s professional schools which offer appropriate graduate level social and behavioral science courses. These courses cannot be in the form of a special study or reading course. (In exceptional circumstances the student may petition the chair of the doctoral program to take one of these courses as a special study.)

3. Research Skills

Research skills are essential to conduct studies that advance social welfare knowledge. There are three required methods of gaining these skills: Research methods courses, statistics, and research internship. Note that at least six courses of advanced research methods and statistics courses combined are required for advancement to candidacy.

a) Research Methods Courses. In the first year, students are required to take a three quarter sequence on “foundations of scientific inquiry.” These courses focus on knowledge development and epistemology, the formulation of research questions and hypotheses, and the various social science methods that are used to answer research questions in social welfare.

After the first year, students are required to complete at least three advanced research methods courses of their choice. (Note: students may opt to complete a minimum of two advanced methods courses if they take four advanced...
statistics courses). The advanced methods courses may range from experimental design to survey research to ethnography. The choice is determined by the student's specialization in a substantive area of social welfare and in the social and behavioral sciences. Typically, these courses are offered by social and behavioral science departments within the University.

b) Statistics. Students must successfully complete at least three advanced graduate level courses in statistics, including a course in multivariate analysis.

In the first year, incoming students are required to take introductory statistics courses (either in Sociology or Education) both Fall and Winter quarters. These courses are sometimes supplemented by mandatory statistics support sessions within the department. These courses also count toward the advanced statistics requirement.

With approval from the doctoral program chair, students with sufficient preparation in statistics may be exempt from taking the introductory courses. In accordance with their specific interests, they can move on to the advanced courses choosing from any of the following: School of Public Health: 200A and 200B; Psychology: 250A-250B and 252, and Political Science: 200A-200B, among others.

c) Mentored Research Project. Students must successfully complete a mentored research project for three quarters (enrolling in SW286C each quarter, grading: Satisfactory/Unsatisfactory) during the second year of the doctoral program. The purpose of the research internship is to provide supervised study and training. Through participation in an ongoing research project (or one initiated by the student and carried out under faculty supervision), students apply and utilize research skills under the guidance of an experienced researcher or team.

The research mentorship must offer the student the opportunity to participate in several or all of the following activities: formulation of research questions, design of research instruments, data collection, human subjects protection application, data analysis, and production of a written product or products for dissemination. Engaging in one or more empirical projects with an experienced mentor with active scholarship is required.

Students must complete a total of 12 credit units of 286C, normally taken for four credit units in each quarter beginning in the first quarter of the second year. The research mentorship can be completed with either faculty members from the Department or faculty members from other departments. There are benefits associated with completing a mentorship inside or outside of social welfare. With a faculty mentor from social welfare, the student may become more closely acquainted with a primary research advisor or committee member. With a
faculty member outside the department, a student can become acquainted with interdisciplinary research, research being conducted across the campus, and with faculty who may eventually serve on the student’s dissertation committee as an outside member.

It is highly recommended that the student use the research activities conducted under the mentored research project to complete a draft of the written comprehensive exam.

The research internship must be approved by the doctoral program chair. To obtain approval, the student must:

-- Meet with the prospective faculty member to discuss the mentorship;
-- Prepare a formal proposal for approval, as detailed in Appendix B.

The proposal should be signed by the student and faculty supervisor and submitted to the Doctoral Chair no later than October 15.

d) Additional courses. SW258: This two-quarter course (SW 258: Critical Issues in Social Welfare) is not required for advancement to candidacy, but highly recommended for all students in their third year (2 units each quarter, grading: Satisfactory/Unsatisfactory). The seminar is normally taken during the third year of study. The seminar is intended to help students write for publication and construct a dissertation proposal. The seminar will allow students to learn about the social welfare research being conducted by other students and provide an opportunity for them to advance their own work.

Special Study and Research (SW596B, reading course) is available by arrangement at any stage of doctoral study.

Preparation for the Qualifying Examination (SW597B) may be taken by arrangement to prepare for the oral qualifying examination related to the dissertation proposal. When the comprehensive examinations have been passed, this course is used to work on the dissertation proposal and prepare for the oral defense of the dissertation proposal (oral qualifying examination) which is prerequisite to advancement to doctoral candidacy.

Ph.D. Dissertation Research in Social Welfare (SW599) is ordinarily taken while doing dissertation research under faculty guidance, following passage of the oral qualifying exam.

In addition to the courses required for the degree and those individual study and research courses (500 series courses) deemed necessary by the student and his/her adviser, students are encouraged to enroll in electives both within and
outside the Department. Reading courses in special areas of faculty expertise and student interest are strongly encouraged. Selected MSW seminars (such as the M290 series advanced policy and SW285 series research courses) may be taken with the approval of the students’ advisor. Students are encouraged to make known their particular interests for possible elective course offerings.

No course except those in the 500 series (e.g., SW501, SW596B, SW597B, SW599) may be enrolled in more than once unless the UCLA General Catalog specifically lists it as a course that may be repeated for credit (e.g., SW258). The only exception to this is the case where a “deferred report”, “failed” or “unsatisfactory” was the final grade in the course. In these cases, the course may be taken for a second time. (In cases of a deferred report grade, repetition of the course must be approved by petition.) The grade assigned at each enrollment is permanently recorded.

If students wish to audit a course, they should obtain permission from the course instructor and discuss it with their adviser. Auditing is not recorded on the official University transcript.

4. Independent Study and Related Course Units

Doctoral study includes many credits that are earned outside of formal course structures. Independent, informal study is the essence of the academic journey in which students become independent scholars. Unstructured course offerings also serve an important practical function, permitting students to receive credit, and maintain full-time enrollment, for endeavors outside the classroom. Although advanced students eventually enroll in non-classroom credits for their entire course load, even first year students enroll in independent study courses. For example, in the spring quarter of the first year, students enroll in 597B, the comprehensive study course, listing their adviser as the instructor of record. Similarly, second year students enroll in three quarters of 286C, the Research Internship, the instructor of record being their research mentor (or their advisor, if the internship is taken with a mentor outside the department).

ALL COURSES of an independent nature (i.e. any credits in which the student is not enrolled in a conventional class: teaching practicum, research internship, critical issues seminar, Working Papers Colloquium, dissertation, or any independent study) are taken on an S/U (i.e., not letter-graded) basis ONLY.
**OVERVIEW OF DOCTORAL CURRICULUM**

**YEAR 1**

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship 229A (4)</td>
<td>Scholarship 229B (2)</td>
<td>Scholarship 229C (2)</td>
<td></td>
</tr>
<tr>
<td>Scientific Inquiry 249A/B/C (4)</td>
<td>Scientific Inquiry 249A/B/C (4)</td>
<td>Scientific Inquiry 249A/B/C (4)</td>
<td></td>
</tr>
<tr>
<td>(Statistics) (4)</td>
<td>(Statistics) (4)</td>
<td>Prep for Exam (Indep. Study)</td>
<td>Pass Oral Comp Exam</td>
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<tr>
<td>Outside Course (statistics or other) (4)</td>
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</table>

**YEAR 2** *(Suggested model; students typically design their own program with their advisor)*

<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Quarter 5</th>
<th>Quarter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Res Internship I 286C</td>
<td>Res Internship II 286C</td>
<td>Res Internship III 286C</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Quarter 7</th>
<th>Quarter 8</th>
<th>Quarter 9</th>
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<tbody>
<tr>
<td>Independent Study 596B</td>
<td>Critical Issues 258</td>
<td>Critical Issues 258</td>
</tr>
<tr>
<td>Independent Study 596B</td>
<td>Independent Study 596B</td>
<td>Independent Study 596B</td>
</tr>
</tbody>
</table>

| Publishable Paper | Diss Proposal |

**YEAR 4**

<table>
<thead>
<tr>
<th>Quarter 10</th>
<th>Quarter 11</th>
<th>Quarter 12</th>
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<tbody>
<tr>
<td>Diss Research 599</td>
<td>Diss Research 599</td>
<td>Diss Research 599</td>
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</table>

| File Dissertation |

**Notes:**
Numbered courses are those offered by the SW Dept.
*Occasionally we offer SW286B courses (advanced research methods) that can fulfill this requirement.*

Doctoral Handbook, September 2015
THE COMBINED MSW/PhD PROGRAM

The Department of Social Welfare offers a program whereby those without a master’s degree in social work can begin a program of study that leads to both the MSW and the Ph.D. degrees. Combined MSW/PhD students complete two different types of programs: a practice degree and a research degree. Their educational program contains elements of both, although unlike their MSW classmates, their educational goals are to become teachers and scholars, rather than practitioners. Accordingly, their educational needs may be different than other MSW students and educational planning for them by both their academic and field advisers will recognize this.

The purpose of the combined MSW/PhD program is to provide an integrated educational program for exceptionally promising students who do not already have an MSW degree, but who know they want to prepare for research careers in the field of social welfare. The combined program provides for a slightly abbreviated course of study by eliminating some redundancy between the MSW and Ph.D. programs. The advantage of the combined program for students is that it allows them to embark on their doctoral course work before completing the MSW program.

In addition, the combined program provides a structured educational opportunity for students who have master’s degrees in fields other than social work, but who may want to earn an MSW while pursuing the Ph.D. degree. For those who plan to seek faculty positions in schools of social work, having an MSW degree and two-years of post-MSW practice experience is often required by CSWE (the accrediting organization) for those who expect to teach certain practice courses at schools of social work in the United States.

Once a student accepts admission into combined program, advancement into the PhD program is contingent upon successful completion of the MSW program, both courses and fieldwork.

Field Practicum
There are different ways of completing the combined MSW/PhD program and different routes should be tailored to the individual student’s experiences and objectives. In part, the structure of the second and third years of the combined
program will depend on when students opt to complete the second year of the MSW field practicum. The second MSW field placement is most typically completed as a summer block placement at the end of the first year. Students with significant social work practice experience may apply to have their second field placement include a research and evaluation emphasis, and thereby fulfill the requirement in a research or evaluation-oriented position, inside or outside of UCLA. If the student has no prior social work practice experience, the second placement should provide substantial practice training opportunities. If the student chooses a more practice oriented placement, their second year placement will take place over the summer as a summer block placement (See summer block placement for more information). Any student who has a summer block placement will enroll in summer sessions and will pay any and all fees/costs associated with the summer block placement.

Developing both first and second year field placements for Combined Program students requires a careful assessment of their particular educational needs, interests and aspirations. The doctoral adviser of each combined student should be involved in the decisions regarding their first and second year placements. Prior to placement decisions for these students, the doctoral adviser should talk with their advisee about their educational objectives and interests. The doctoral adviser should work with the first year placement committee (for incoming first-year students) and the first year liaisons (for second year placements) to identify appropriate placements that meet the special needs of combined students. In some cases, field placements may be required that are somewhat different than those of regular MSW students. The program seeks to maintain flexibility for these students, in both their field and classroom courses.

MSW Comprehensive Exam
Each year, the UCLA Masters of Social Welfare Program requires that second year students complete and pass an oral comprehensive examination prior to receiving their MSW degree. Specific guidelines and due dates are distributed during the spring quarter, and the oral examination takes place a few weeks prior to graduation. During the latter part of the Spring Quarter, second year, You will not be excused from the exam or provided an opportunity for a make up for ANY REASON other than a medical reason with a doctor’s certification, or a religious holiday.
<table>
<thead>
<tr>
<th>Social Work Practice Methods</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Micro)</td>
<td>SW230A (2 units)</td>
<td>SW230B (2 units)</td>
<td>SW230C (2 units)</td>
<td></td>
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<tr>
<td>(Macro)</td>
<td>SW240A (3 units)</td>
<td>SW240B (3 units)</td>
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<tr>
<td>Human Behavior &amp; Social Environment (HBSE)</td>
<td>SW201A (3 units)</td>
<td>SW 201B (3 units)</td>
<td>SW 202A* (3 units)</td>
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<td></td>
<td></td>
<td>SW 201C (3 units)</td>
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<tr>
<td>Social Welfare Policy &amp; Services</td>
<td>SW221A (4 units)</td>
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<tr>
<td>Social Welfare Res. Methods</td>
<td>SW280 (4 units)</td>
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<tr>
<td>Field Practicum in Social Work</td>
<td>SW401A (3 units)</td>
<td>SW401B (3 units)</td>
<td>SW401C (3 units)</td>
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<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td>A student may opt to take a social science theory or policy elective this quarter (4 units)</td>
</tr>
</tbody>
</table>

**TOTAL UNITS**

<table>
<thead>
<tr>
<th></th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
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</thead>
<tbody>
<tr>
<td>13 UNITS</td>
<td></td>
<td>14 UNITS</td>
<td></td>
<td></td>
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<tr>
<td>9-15 UNITS (electives are</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>recommended during this quarter</td>
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## SAMPLE CURRICULUM FOR STUDENT IN COMBINED MSW/PhD PROGRAM

### Year 1 Courses
[The first year is generally the same as all first year MSW students]

<table>
<thead>
<tr>
<th>MSW Required Courses</th>
<th>PhD Courses Fulfilling MSW Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>230ABC (IFG) (3 courses)</td>
</tr>
<tr>
<td></td>
<td>240AB (OCPS) (2 courses)</td>
</tr>
<tr>
<td>HBSE</td>
<td>201ABC (3 courses)</td>
</tr>
<tr>
<td>Policy</td>
<td>221A</td>
</tr>
<tr>
<td>Research</td>
<td>280</td>
</tr>
<tr>
<td>Field</td>
<td>401ABC</td>
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<tr>
<td>Research</td>
<td>280</td>
</tr>
<tr>
<td>Field</td>
<td>401ABC</td>
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</tbody>
</table>

### Year 2 Courses
[Student receives the MSW degree upon completion of the appropriate 76 course credits for the MSW.]

<table>
<thead>
<tr>
<th>MSW Required Courses</th>
<th>PhD Courses Fulfilling MSW Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>231ABC or 241ABC (3 courses)</td>
</tr>
<tr>
<td>HBSE</td>
<td>202A* OR 1 outside social science theory class can substitute</td>
</tr>
<tr>
<td></td>
<td>* offered in spring of first year</td>
</tr>
<tr>
<td>Policy</td>
<td>290/M290 OR 1 outside policy class can substitute</td>
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<tr>
<td>Research</td>
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<td>Field</td>
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### Year 3 Courses
[Remaining Doctoral course requirements, varies by student]

286C Research Mentorship, 3 quarters.
Complete the remaining advanced statistics and research methods courses.
Complete remaining social science theory courses.
258 Critical Issues Seminar

### Year 4 and 5 Courses

596B Independent Study
599 Dissertation Research
SPECIAL COURSE OFFERINGS
Occasionally the Department may offer courses in addition to those listed above. The Working Papers Colloquium (SW 490) and Advanced Methods seminars (SW286B) have been offered annually for several years. In addition, the program periodically offers seminars on professional issues, most related to the job search, career topics, and/or teaching.

FACULTY ADVISING

Following admission to the Doctoral Program, each student is assigned an individual adviser in accordance with the student’s background and interests. A student ordinarily continues with the same adviser through the first year of study. After their interests solidify and they gain experience with various faculty, some students may seek a new adviser. Often, this occurs when the student is ready to begin work on the dissertation proposal. However, students may request a change in adviser at any time during the course of their study, submitting this request to the chair of the Doctoral Program either directly or through the current adviser. After the first year, and especially when the faculty member and student have worked in a collaborative manner, it is good practice to discuss a planned shift with all parties. The student’s adviser is also the chair of his/her dissertation committee.

1. First Year Advising

We recognize that the first year of study is a major transition for most students, and hope that regular meetings with your assigned initial adviser can help to make a smooth transition. We recommend that all first year students meet with their advisers at least once per quarter. Students are also encouraged to make appointments with several faculty members during the first year to become acclimated to the program.

2. Functions of Advising

Students should take the initiative to meet with their adviser regularly, including a conference prior to enrollment each quarter regarding their progress. The adviser’s approval is prerequisite to enrollment in all courses. Advisers and students are expected to meet regularly to review the student’s progress and develop an individualized program. By the beginning of the second year, the student and the adviser must complete the Doctoral Study Plan and submit it for approval to the Chair of the Doctoral Program. Each year before advancement to candidacy, students and advisors together should complete an Annual Progress Report form.
3. Doctoral Study Plan and Annual Progress Report

A. Purpose
Because students pursue a highly individualized course of study toward their Ph.D. they need to have a “master plan” that guides them in selecting the relevant and appropriate courses offered by the various disciplines to achieve their educational objectives. The plan, covering their course of study from the second year and onward, ensures that at the completion of the program, students can demonstrate in-depth expertise in their chosen area of specialization. The study plan helps the students, with the supervision of their faculty advisors, maintain a coherent organizing framework for their course of study, and is designed to reduce the risk of taking courses and pursuing topics of study that do not contribute substantively to their ultimate educational objectives.

The purpose of the annual progress report is to give the students an opportunity to review, with their faculty advisors, their progress in meeting their study plan objectives, to make revisions to the plan when necessary, and to map out strategies to respond to issues and barriers that may impede the students’ progress.

B. Content of Doctoral Study Plan
The doctoral study plan outlines the student’s intended course of study and must specify: a) the substantive area of specialization in social welfare; b) the behavioral/social sciences relevant to the social welfare specialization; and c) the research methods appropriate for conducting research in the social welfare area. The choice of these three areas must be done through close consultation with the faculty advisor.

The substantive area in social welfare refers to a field of practice, policy, service, or some combination of the above. It is important that students select an area that has a significant body of knowledge (i.e., theory and research). Students are asked to provide a brief but specific description of the substantive area in social welfare indicating some of its major themes. Some examples of major theoretical or research writings should be listed.

The substantive area in the behavioral/social sciences must focus on an integrated body of theory and research that is relevant to the social welfare area. By relevance we mean that the behavioral/social science knowledge is needed to understand and explain the problems, issues, processes or outcomes of social welfare intervention. The integrated body of theory and research may be anchored in one or more disciplines. It is also important that the students, with
the guidance of the faculty advisor, identify a sufficient number of courses in this area. Students are asked to provide a brief but detailed description of the substantive area in the behavioral/social sciences, indicating some of its key components. Students should indicate how such a body of knowledge is relevant to their substantive area in social welfare, and should list some examples of major theoretical or research works in this area. Students should provide examples of courses they might take in this area.

The selection of the three advanced research method courses must be dictated by the choices of the substantive areas in social welfare and the behavioral/social sciences. It should be informed by the type of research methodologies students are likely to undertake to advance the empirical knowledge in the social welfare area. Students should indicate the content area of the research methods in which they plan to specialize. They should list the research courses they intend to take.

Students are expected to develop the study plan together with their faculty advisors no later than the Fall Quarter of their second year. In order to maintain good academic standing, the plan must be signed by the advisors and forwarded to the chair of the Doctoral Program for approval no later than the December 1 (see form in Appendix A).

C. Content of Annual Progress Reports

Subsequent to the study plan, annual progress reports should list the accomplishments and benchmarks achieved by the student cumulatively in the program. The progress report should identify issues that the student may have experienced in trying to meet his or her study objectives and strategies to deal with them. The progress report should also note significant changes or revisions in the study plan. It is understandable that the plan may need to be revised as a result of the student's experience in the various courses, emergence of new research opportunities, or shift in interest. These revisions should be reflected in the annual progress report.

Beginning in the third program year, students who have not advanced to candidacy must submit an annual progress report (see Appendix D), signed by their advisor, to the chair of the Doctoral Program, no later than November 1st each year. Failure to do so may adversely affect academic standing (see form in Appendix E).
COMPREHENSIVE EXAMINATIONS

Students must fulfill their course requirements and pass the comprehensive examination before they can begin work on their doctoral dissertation. The comprehensive examination consists of two parts: 1) a first year oral examination and review; and 2) a written exam in the form of a publishable scholarly paper.

1. First Year Oral Examination and Review

The purpose of the first year oral examination and review is to assess the student’s ability to synthesize the first year course material and apply this knowledge to a focal area. The content of this examination is based on the first year courses in social welfare scholarship (229ABC) and scientific inquiry (249ABC). A group of three faculty members will review the student’s major assignments and culminating papers from the two foundation course sequences and will meet with the student for approximately 1 hour. Faculty will draw on the more general course materials taught in the first year to formulate their questions. Students are required to show mastery of the course material. Faculty will also pose questions about the student’s area of focus, the supporting theories identified in the crafting social welfare scholarship class, and the research designs and methods that the student may consider using to further the existing body of knowledge in that area. The oral examination period will include a discussion of the student’s ideas and plans for future study.

Preparation for the first year oral examination and review will involve completing course work and assignments, reviewing the major concepts and readings from the two major course sequences, and demonstrating the ability to describe and discuss an area of interest in relation to the conceptualization of problems, theories that relate to the problem identified, and strategies to research those problems for the purposes of advancing social welfare policy or practice. Topics to study in preparation for the exam (based on the first year courses) will be distributed at the beginning of the spring quarter.

To be eligible to take the exam, the student must have completed the core seminars (SW229ABC and SW249ABC), with no incompletes, by the end of May and have an overall 3.0 GPA. A student who receives any grade below B- in these seminars must have the permission of his/her advisor and the doctoral chair in order to participate in the oral exam. The decision will be based on a review of the student’s overall progress in the program and an assessment of his/her readiness for the exam. If a student is deemed ineligible to take the exam, the doctoral committee will assess the situation on a case by case basis to determine the appropriate course of action. A postponed exam will only be given once; meaning that the student will not be eligible for a re-take (see below).
The first year oral examination and review is conducted in mid June. The meetings will be attended by three senate faculty members and will be assessed on a pass/fail basis. To pass the exam, two of the three reviewers must agree that the student has adequately answered the questions posed. Criteria for passing include: 1) ability to convey an understanding of general course material from 249ABC and 229ABC; 2) ability to apply the general course material to a focal topic; and 3) ability to synthesize and integrate information acquired during the first year.

Students who pass the exam will receive a written feedback summary from the examining committee that may provide useful guidance for future work. A student does not pass the examination if two of the three examiners agree that the student did not adequately respond to the questions posed. Students who fail the oral exam will also receive written feedback regarding their performance. This feedback, along with the student’s grades and work completed during the first year will then be reviewed by the doctoral committee, who will provide a recommendation for continuing in the doctoral program. Students who are recommended to continue in the program will be offered a chance to re-take the oral examination in late summer. A second failing grade will result in the student’s dismissal from the program.

The dates for the first year oral exam will be scheduled no later than the second week of spring quarter.

2. The Publishable Paper (Written Comprehensive Exam)

A. Purpose
The overall purpose of the written comprehensive exam is to demonstrate a capacity to integrate theory and research bearing on a social welfare problem. The student demonstrates this competence by crafting a full length publishable paper that articulates a significant social welfare question, uses the most relevant social science theory and empirical research to elucidate and frame the problem, implements an appropriate analytic procedure to extend knowledge about that problem, and presents and discusses the results of that inquiry. The review process closely mirrors the submission and review procedures of an academic journal.

B. Format
The written exam should clearly demonstrate the student’s substantive knowledge (theoretical and empirical) of a social welfare issue and analytical capabilities. The paper should follow a standard format for the type of scholarly article that the paper represents. The paper may be written for a social science or social welfare-related journal. The target journal for the paper should be
identified in the cover letter to the “editor” (see section on below on cover letters).

Scholarly papers may take various forms. Papers reporting quantitative findings will be structured differently than papers reporting qualitative methods of inquiry. Whatever type of scholarly paper that is undertaken, it is imperative that the approach selected allow the student to display a mastery of the subject, its theoretical base and empirical foundations, and its applicability to a social welfare problem or issue.

As a general guide, the written comprehensive exam is expected to be about 15-25 pages of text, not including references and tables and must conform to a particular journal’s style requirements, such as the common APA format used by many social welfare and social science journals, which request 12 point, Times New Roman or Arial fonts.

C. Content
The student has wide latitude in selecting a topic and organizing the approach to it. The specific topic, however, should be a significant one in social welfare and be sufficiently broad and established so that there is a body of scholarly literature and research that can be critically brought to bear on the problem and the analysis should be rigorous.

The methods of inquiry and analysis are unrestricted, so long as the methodology is systematic and appropriate for the research question. The paper must conform to accepted, rigorous methods of scientific inquiry and analysis, whether the paper is based on original or secondary data, qualitative or quantitative methods of inquiry, or involves an experiment, survey, interviews, or a case study.

The paper should generally begin with a clear description of the problem in question, followed by a critical review and assessment of the theory and research bearing on that problem, a rigorous analysis of new or existing information or data, and a discussion of the implications of this analysis.

The written exam may emerge as a product of the second year Research Mentorship, an extension of a previously written course paper, or the result of a new inquiry. A purely descriptive review of some body of literature would not meet this requirement, nor would a paper that reports data without embedding it in some intellectual or research tradition.

Students may need to redraft the paper many times as they gain mastery of the subject matter and learn to convey that mastery succinctly in a journal-length manuscript.
Authorship
The written exam must be sole authored by the student. This means that the student independently writes all sections of the paper, including the introduction, description of the methods-analysis, results and conclusions. The student is permitted and encouraged to seek feedback and advice from faculty mentors as the paper is conceptualized, drafted and revised.

When the scholarly paper emerges from collaborative research efforts or a mentored research project, the student should clarify the purpose of the publishable paper and sole authorship requirement in advance of beginning the paper. For example, a student may use a preexisting data set or one collected by a team, yet still the paper is written by the student for the purpose of meeting the requirements of the publishable paper examination.

If questions arise about the student's contributions to the scholarly paper, the doctoral chair may request a statement from a mentor or research supervisor to clarify the student’s role as the sole author of the examination.

Evaluation Standards and Process
The content, quality and format of the paper must be comparable to scholarly articles in major professional journals. There are two optional review processes to fulfill the publishable paper requirement – Internal (see 5A) or External (see 5B) reviews. A student may submit his/her paper for both internal and external review process, and approval from either process will be accepted as evidence of passing the written exam.

Procedures and Deadlines (Implemented for the 2014-2015 cohort)
1. The written exam can be undertaken at any time after the student has successfully passed the first year oral examination, but must be submitted to the doctoral chair by the final review period of the third year of study (currently this deadline is May 15). Continuation and funding in the doctoral program is contingent upon meeting this deadline.

2. In exceptional circumstances and in accordance with the policies of the UCLA graduate division, a student may apply to extend this deadline. Extension requests must be filed in writing by March 15 of the third year of study and submitted to the chair of the doctoral program.

3. The written comprehensive examination must be completed before the student officially nominates his/her dissertation committee or submits his/her proposal for review.
5A. Internal review process

There are five review periods for new submissions. Students can expect to receive decisions on the first draft of the papers within 5 weeks after submission. The review schedule is as follows:

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Cover letters

With the initial submission, the author should include a brief (1/2-1 page) cover letter to the “editor” (the Doctoral Chair). The letter should include a brief statement about the importance of the paper and the target journal for the paper. A student may also suggest ideas for internal reviewers, as well as nominate an outside reviewer that they wish to include in the review process.

Reviewers

Each paper will be reviewed by two faculty members from inside the social welfare department. Students also have the option to request an additional reviewer from outside the department, if that person has substantive or methodological expertise in the subject area and will agree to review the paper within the 6-week time frame.

Review Process and Assessment

The student author submits an electronic copy of the paper to the Chair of the Doctoral Program, who will distribute copies of the paper to two (or three, in the case of an additional outside person) faculty reviewers with an evaluation form (included in the Appendix C). Reviewers are instructed to evaluate the paper, making comments about the paper either on the manuscript or separately, complete a rating form, and forward the form, comments and manuscript to the chair of the doctoral program. The rating form will ask the reviewer to determine whether the paper: (1) meets the requirement of a scholarly publication, (2) needs minor revisions to meet the requirement, or (3) needs major revisions to meet the requirement. The outcome of the review will be determined by agreement between two reviewers.

If two reviewers agree that the manuscript meets the standard of a publishable paper, the requirement is fulfilled and the student is informed by the Chair of the Doctoral Program. Reviewers’ comments about the paper will be forwarded to the student.
If two reviewers agree that the paper needs minor revisions, the Chair will forward the reviewers’ comments and ask the student to revise the manuscript, addressing the concerns of the reviewers, and resubmit the paper within six months. The student may wish to meet with one or more reviewers to discuss the revisions. Upon receiving the revised manuscript, the Chair may accept the revised manuscript as now fulfilling the requirement or ask one or more of the original reviewers to reassess the paper.

If two reviewers agree that the paper needs major revisions, the Chair will forward the reviewers’ comments and ask the student to revise the manuscript, addressing the concerns of the reviewers, and to resubmit the paper within six months. The student is encouraged to meet with the reviewers to discuss the revisions. Upon receiving the revised manuscript, the Chair will submit the revision to the two internal faculty reviewers to reassess the paper. If the revised submission is judged to require major revisions, the Doctoral Committee will meet with the student’s adviser to determine the student’s status in the program.

In cases where the reviewers do not agree, the Chair will decide on the appropriate course of action. Occasionally, and especially when reviewers have diverging opinions about a submission, the Chair may consult with a third reviewer or the Doctoral Committee.

Revisions
Revisions can be turned in at any time to the doctoral chair within 6 months of receiving a decision. After a 6 month period, the paper will be considered a new submission. Students should expect their revised manuscript to be assessed within 6 weeks of re-submission during the academic year. Please note that the time for second reviews in the summer months may take up to 12 weeks.

Revision Cover Letters
When submitting a revised paper, all students must include a detailed cover letter. Addressed to the “editor,” the letter addresses the critique of each reviewer. Responses to each critical comment may take one of the following forms: text changes, per the suggestion/criticism; further explication/justification in the text, dealing with the issue; (infrequently) arguing in the letter that the material should stand as written, disagreeing with the reviewer; modifications or blending of these responses. How an author responds to reviewers’ critiques is a critical aspect of the publication process. The tone should be respectful and responsive, but not acquiescent when the reviewer is misguided or biased in the view of the author. Even the toughest reviewer can usually be accommodated, albeit sometimes with considerable effort.
5B. External review process
In this option, the student submits the paper to a peer-reviewed journal. The student must be sole author of the paper (the same rules apply as internal review). The choice of the journal must be approved by the student’s faculty adviser and the Doctoral Committee prior to submission. To obtain this approval, the student should submit the request by e-mail to the doctoral chair, with a brief abstract of the paper and the selected journal. If the journal choice is not approved, the doctoral committee will make a recommendation to the student about other options.

Once the choice of a journal has been approved, the student should submit to the Chair of the Doctoral Program a copy of the paper with the cover letter sent to the editor of the target journal. Acceptance of the paper for publication in the approved journal fulfills the publishable paper requirement. “Resubmit with revisions” or “accepted pending revisions” do not satisfy the requirements of the publishable paper. A copy of the acceptance notification letter from the editor must be filed with the Chair of the Doctoral Program, who will then approve the completion of the publishable paper requirement. Per conventions in scholarly publication, the manuscript may be submitted to only one journal at a time. However, students may wish to simultaneously submit a manuscript for internal and external review.

Review Time
Submission to a journal is likely to take a minimum of 3-6 months, for the initial review, and re-reviews can also take several months. Usually it is best to allow the journal at least 4 months before making an inquiry.

DISSERTATION

The purpose of the dissertation is to undertake a substantial research project which results in a significant advancement of knowledge in social welfare. It has to demonstrate originality, analytical integrity, a high degree of scholarship, and sound research methodology. It should represent the integration of all three areas of the doctoral curriculum -- substantive knowledge in social welfare, social and behavioral science knowledge, and research skills.

1. Formation of the Dissertation Committee

After successfully completing the written comprehensive examination and the required paper(s), the student begins work on the dissertation proposal. The first step is to select a member of the faculty to serve as chair of a dissertation committee. The student works with the chair to form the full committee, consisting of a minimum of four faculty members. At least three members must be from the Department of Social Welfare, at least one must be from another
department and at least two must be tenured (see Standards and Procedures for Graduate Study at UCLA for further details). Students should discuss their dissertation plans with each prospective committee member before the committee membership is submitted for formal nomination. The Department of Social Welfare makes formal nomination of the doctoral committee after the student and committee chairperson notify the Chair of the Doctoral Program of the committee membership they have arranged. The Department submits the committee nomination to the Graduate Division for approval. The process of formal nomination and Graduate Division approval ordinarily takes only a few days, but should be initiated as soon as the committee membership has been arranged. Membership of the committee is subject to the regulation of the Graduate Council. Detailed information is provided in the UCLA General Catalog.

Students who wish to have a faculty member outside of UCLA serve on their dissertation committee will need to consider the following factors in discussing the constitution of their committee with their dissertation chair. Any faculty member appointed to a committee from outside of UCLA is required to be physically present for both the proposal defense and the final defense. Petitions for approved outside faculty to participate in either defense via Skype will not be considered or approved. In addition, faculty cannot have any portion of their committee travel funded by the student. Outside faculty must either agree to fund their own travel or the travel may be funded by another source (e.g., Dissertation Chair). Travel funding discussions should take place and a travel funding plan should be in place before submitting the doctoral committee constitution request.

A nomination form can be obtained from the department advising office (Room 3357E) or on-line at http://www.gdnet.ucla.edu/publications.html. If it is necessary to change the membership of the student's doctoral committee at any point following its approval by Graduate Division, official request must be made to Graduate Division on the form provided for this purpose.

2. Oral Defense of the Dissertation Proposal (Oral Qualifying Examination)

The oral qualifying examination covers the student's dissertation proposal and related areas. This examination is administered by the student's dissertation committee, which must have been formally approved by Graduate Division prior to the examination date. All members of the committee are required to be present, in person, at the oral qualifying examination. When the date and time of the oral qualifying examination have been set, the departmental graduate advisor must be notified. The departmental graduate advisor will ensure that all benchmarks have been met in order for the exam to take place on the scheduled date.

Doctoral Handbook, September 2015
Prior to the exam, students should obtain the official oral qualifying exam form and bring it to their oral defense. This form may be obtained in the graduate advising office (Room 3357E).

Each member of the committee reports the oral qualifying examination as "passed" or "not passed." A student may not be advanced to candidacy if more than one member votes "not passed," regardless of the size of the committee. Upon majority vote of the doctoral committee, the oral qualifying examination may be repeated once.

At the oral qualifying examination, the student's doctoral committee selects from its membership, by unanimous agreement, the certifying members who will read, approve, and certify the dissertation. A minimum of three members must be certifying members, two from the Department of Social Welfare and one from an outside department at UCLA.

The results of the oral qualifying examination are immediately reported in writing to the Graduate Division, with signatures of all committee members.

The student must be officially registered at the University in order to take the oral qualifying examination. However, this exam may be taken during the summer if the student was registered for the preceding Spring Quarter.

Note: Any deviations to these protocols must be approved in advance by graduate division or the results of the examination may not be valid.

3. Multiple Manuscript Dissertation Format

The purpose of the MMD is to provide an alternative format for students to complete their independent doctoral research, one that is intended to provide a more efficient route to publishing their dissertation findings in peer-reviewed journal.

**General Guidelines**
The format of the MMD will include an introduction, three articles, and a conclusion.

- The **introduction** (of no more than 15 pages) should provide an introduction to the study, the overarching research questions/aims and a brief description of the three manuscripts.

- The **three papers** should be stand alone journal length articles (about 20 to 35 double-spaced pages, excluding tables and figures and references). Each
article should aim to make a theoretical, empirical, and/or analytical contribution to the field of study. The papers can use different methodologies, datasets, and data analysis plans, but must be tied to a central topic and set of research questions that must be enunciated in the dissertation proposal. The committee will ultimately approve the content and type of each article. For example, a committee may approve a dissertation with two primarily empirical articles and one primarily theoretical article. Each article should be formatted and written in APA style.

- The conclusion to the MMD (of no more than 15 pages) should tie together the three papers and discuss the overall originality and significance of the work as a whole for social welfare practice and/or policy.

The MMD is an independent research endeavor. The student is responsible for the conceptualization, analysis, and writing of the dissertation papers. Dissertating students are expected to seek close guidance and mentorship from their chair and other committee members in the process. Although the dissertation manuscripts are sole authored, this does not preclude eventual publishing with mentors or colleagues in peer reviewed journals.

Students may not use their written comprehensive exam (publishable paper) as one of the papers for the MMD, and the papers cannot be under consideration by any journal or published prior to the dissertation defense.

**Procedure**

During the dissertation proposal defense, students will indicate if they wish to use the MMD format. If so, they should be prepared to discuss their dissertation research plan as a whole as well as a brief conceptualization of the content of the three papers.

If after the successful defense of an MMD proposal a student wishes to change their format to a traditional dissertation or vice-versa, the student must seek the committee’s written approval for this change at least two months prior to the defense date.

*This policy (beginning December 11, 2013) will apply to all doctoral students who have not yet set a date for their final dissertation defense.*

**4. Advancement to Candidacy**

Students are advanced to candidacy when they complete all the program requirements except the dissertation, and if their grade point average in all upper division and graduate work undertaken in graduate status is 3.0 or better.
Prior to advancement, the student completes the form, obtains the signature of the doctoral committee chairperson, and pays an advancement to candidacy fee. The form is then submitted to the Student and Academic Affairs Section, Graduate Division (1255 Murphy Hall).

5. Human Subjects Review
All research projects involving human subjects (even if they involve records) must be approved by the UCLA IRB. The Human Subjects Protection Committee must give its approval of the dissertation proposal for protection of the subjects involved before the research can be conducted. Forms and information on the required procedure are available on-line at http://ohrpp.research.ucla.edu/
When in doubt: File a request, even if your study may be exempt or approved at another institution.

6. Completion of Dissertation
The completed dissertation must be given signature approval by the certifying members of the student’s doctoral committee. Any changes of certifying members must be officially requested from Graduate Division by means of the form provided for this purpose. If fewer than the entire committee membership are chosen as certifying members, approval of the dissertation must be unanimous. If the entire committee acts as certifying members, the dissertation is considered approved as long as there is no more than one negative decision. A negative decision is indicated by a refusal to sign the dissertation approval page and by a letter from the chairperson of the committee to the Dean of the Graduate Division reporting the fact.

For guidance in filing procedures and preparation of the manuscript the student should consult the Graduate Division publication, Regulations for Thesis and Dissertations Preparation, available in the Student and Academic Affairs Section or in the Archivist’s Office. It is updated each academic year. It is also advisable to attend one of the orientation meetings normally held during the third week of classes each quarter by the theses and dissertation adviser of the University Archives. Questions as to preparation of the manuscript should be directed to the theses and dissertation adviser, Office of the University Archivist, Young Research Library (825-3625). It is important to allow sufficient time for the preparation and proofreading of the final manuscript and to make any necessary arrangements well in advance of the projected date for filing of the dissertation. Special consideration should be given to possible copyright of the dissertation, since the author will be unable to obtain copyright for the publication of the dissertation in another form at some later date unless the author has obtained copyright at the time of first publication by University Microfilms, or unless the dissertation has been so completely revised as to
constitute a new work. There is a fee (about $35) for the University Microfilms copyright service.

When the dissertation has final approval by the student’s doctoral committee, the student submits the dissertation signature (approval) page and the title page to the Student and Academic Affairs Section, Graduate Division, for verification of completion of the degree requirements. In advance of this, the student obtains and completes the necessary filing forms (available from Student and Academic Affairs Section or the University Archives). Two copies of the manuscript and accompanying documents (including the approval form signed in Graduate Division) are submitted to the University Archives.

The last date for filing the dissertation in final form occurs ten days to two weeks before the degree date. The exact date is listed in the calendar printed in the UCLA General Catalog. It should be noted that the deadline for submission of the final draft of the dissertation to members of the committee is approximately one month prior to the last date for filing the final manuscript.

If the student has completed all degree requirements, except the filing of the dissertation and/or the final oral examination, as a registered student, the student may be eligible to pay a modest filing fee during the quarter in which the degree is to be awarded, instead of registering. Information and forms for this purpose are available in the Student and Academic Affairs Section of Graduate Division. (Note: These requirements change occasionally and students should contact the Graduate Division during the year they expect to file their dissertations.)


A final oral defense of the dissertation is typically required by the student’s dissertation committee. The decision is made by the dissertation committee at the time the dissertation proposal is defended. The committee notifies the Graduate Division as to whether a final oral defense of the dissertation is required. If a final oral examination is required, all members of the committee must attend and vote. A student may pass with one negative vote. In case of failure, the student’s doctoral committee determines whether or not the candidate may be re-examined.

Even if the dissertation committee as a whole has agreed to waive the final oral examination, any certifying member may require that a final oral examination in defense of the dissertation be held. Any change in the final oral examination requirement must be reported to the Graduate Division by means of the form provided for this purpose.

Doctoral Handbook, September 2015
Additional information relevant to both the defense of the proposal and the final defense of the dissertation. Students should prepare and practice their formal presentations in their dissertation proposal defense and their oral dissertation defense. The committee members will have read the latest draft, and will not wish to expend large portions of either meeting listening to formal presentations. The entire presentation should be no more than 20 minutes. Very little time should be allocated to the background/literature review, and the student should concentrate on the hypotheses/research questions and methods (and in the final defense, the findings, discussion and implications).

Student Responsibilities—dissertation proposal defense and oral defense of the dissertation. Students are responsible for arranging the room and audio-visual equipment as needed, and for arranging a time satisfactory to all committee members. The student should e-mail the committee their final product at least two weeks in advance of the dissertation defense, but should also offer to print out a paper copy for each member. **No refreshments or drinks are to be purchased or arranged by students.**

Once the dissertation is finalized, the committee members will receive electronic notification for approval from the graduate division. There are no longer paper forms.

**8. Policy on Remote Presence for Oral Exams**

**Under special circumstances and only by petition for an exception to the Graduate Division**, one member (not the chair or co-chairs) of a previously-appointed doctoral committee may participate in a doctoral oral qualifying or, in limited circumstances (see last bullet), a final oral examination (defense of the dissertation) via video conferencing. Because these petitions must be individually reviewed by the Graduate Division, they must be submitted well in advance of the scheduled date of the examination.

The following conditions or items must pertain and be included with the petition for an exception:

- The exception must involve a current member (one only) of an appointed doctoral committee from the UCLA faculty who is unable to be physically present during the examination due to extenuating circumstances. The member cannot be a chair or co-chair of the committee.
- The committee member cannot be a member from outside of UCLA who was appointed by special petition. These members are appointed as exceptions at the outset with the understanding that they will be physically present at all examinations.
- Required is a statement that the exception is based on the financial cost and/or hardship involved in making it possible for the committee member to be physically present at the examination and explaining the reasons.
• Required is a statement that the student and committee chair have explored the option of reconstituting the committee and an explanation of why reconstitution is not feasible.

• Required is a statement that the participation will involve both audio and video technology (required) and identification of the places where the video conference on each end will occur and the type of equipment to be used.

• The technology involved may not distract from the presentation. For example, if PowerPoint slides are to be used by the student and are not visible to the video conferencing participant, s/he must be provided with a copy of the slides in advance of the examination.

• Required is a statement that the department or faculty member has made arrangements to finance the video conferencing and technology involved. The student is not allowed to cover any of the costs involved.

In addition to the above:

• If the exception involves the final oral examination (defense of the dissertation), required is a statement as to why it is not feasible or preferable to just formally waive the examination, and hold an informal examination with the members who can be present.

If an exception is approved, the committee chair is responsible for signing the name of the member who is participating by video conference on the examination form and countersigning his/her own name as well as obtaining an e-mail or fax confirmation from this individual confirming that the student has passed the examination which is to be attached to the examination report form before it is sent to the Graduate Division.

Graduate departments and programs are cautioned that an exception request must meet all of the criteria and circumstances outlined above or it will be returned without consideration. Also, in all instances except where such an exception is approved, all members of committees must be physically present during these examinations.

**GRADING**

The work of graduate students is reported in terms of the following grades: A (superior achievement); B (satisfactorily demonstrated potential for professional achievement in the field of study); C (passed the course but did not do work indicative of potential for professional achievement in the field of study); F (fail); I (incomplete); IP (in progress); DR (deferred report); S (satisfactory); U (unsatisfactory). The passing grades A, B, and C may be modified by plus (+) or minus (-) suffixes.
Courses in which a student receives an S grade are counted in satisfaction of degree requirements, but courses in which an S, U, DR, I or IP has been awarded are disregarded in determining a student's grade point average.

The grades A, B and S denote satisfactory progress toward a degree. Graduate students are subject to dismissal if their cumulative grade point average falls below 3.0.

All core doctoral courses (SW 229ABC and SW 249ABC) offered within the Department of Social Welfare must be taken on a letter grade basis only. SW258 (Critical Issues Seminar), SW286C (Research Mentorship), and the 500-series courses in the Department of Social Welfare (SW596B, SW597B and SW599) are offered on the grading basis of S/U only. Lecture courses taken in other schools and departments of the university may, with the approval of the course instructor and the student's adviser, be taken on either a letter grade or S/U basis. Except in unusual circumstances, seminar courses or independent study courses within or outside the department are taken on an S/U basis. The grade of S is awarded only for work which would otherwise receive a grade of B or better. In any one quarter, a student may enroll outside the Department of Social Welfare in no more than one seminar or lecture course which he chooses to take on an S/U basis instead of for a letter grade. There is no limit set on enrollment in outside courses which are offered to all students on an S/U basis only.

**REGISTRATION AND ENROLLMENT**

Detailed information on registration (fee payment) and enrollment procedures is contained in the Schedule of Classes, available on-line at [http://www.registrar.ucla.edu/schedule](http://www.registrar.ucla.edu/schedule) several weeks before the beginning of each term. Registration consists of paying fees and enrolling in classes.

All students are assigned a BAR (Billing and Accounts Receivable) account. A BAR account records all charges and payments (excluding housing) associated with registration along with other service charges that are assessed to students. Accounts are administered electronically (eBill, through URSA – University Records System Access). Students must pay all charges in full by the 20th of the month following the posting date of the charge. If the 20th falls on a weekend or holiday, the due date is the last business day prior to the 20th. Students should check their URSA accounts monthly to assure payments are made on time. Enrollment in classes is also completed through URSA. You must complete both processes by the established deadlines to be officially registered and enrolled for the term.
Enrollment in Classes: The on-line Schedule of Classes contains listings of class times, meeting rooms, and instructors throughout the University.

URSA (http://www.ursa.ucla.edu) enables all UCLA students to acquire information via the internet from their University academic records stored on the Registrar’s computer database. URSA allows you to process your class enrollment, to obtain course confirmation, grades for any completed term, GPA, completed units, outstanding holds, and other information. For example, using URSA, you will enroll in classes, add, drop, or exchange classes/sections, put yourself on the wait list for a class, obtain a reading of your Study List, and obtain instructor names for all courses.

Access to URSA is gained by the student ID number and security code, both of which are provided to you on admission by the Graduate Division. You enroll during your assigned appointment periods, which you also obtain checking your URSA account. All students are responsible for observing procedures and deadline dates as published by the Registrar. Information about registration and enrollment is available on the internet (at http://www.registrar.ucla.edu/schedule).

Continuous Registration: Unless granted a formal leave of absence, or unless eligible for the filing fee for the dissertation, students are to register in all three quarters of each academic year.

Leaves of Absence: A leave of absence (LOA) may be granted by approval of the Department of Social Welfare and the Graduate Division to continuing students in good standing (3.0 GPA), who have completed at least one quarter in graduate status at UCLA. A formal application for a leave may be obtained at Graduate Admissions/Student and Academic Affairs, 1255 Murphy Hall. You are urged to make a request for leave early to allow time for consultation with your adviser and for obtaining the appropriate signatures. The LOA forms must be filed no later than the end of the second week during the quarter the leave is to begin. Students on leave should remain in communication with the Chair and the Graduate Adviser concerning their intentions to return to the program. Leave of Absence forms and the associated policy can be found at http://www.gdnet.ucla.edu/gasaa/library/loarequest.pdf.

Residence Requirements and Time for Completion of Doctoral Study: The University requires all graduate students working toward a degree to complete at least two years of academic residence in graduate status at the University of California, including one year in continuous residence at UCLA. Academic residence consists of registration in at least one course (four units) of graduate or upper division work per quarter. Enrollment in two consecutive six-week summer sessions or one eight week summer session may count as one quarter of
academic residence. (See http://www.registrar.ucla.edu/catalog for detailed regulations.)

Normative time-to-degree is between four and five years (12 to 15 quarters). Completion of the degree cannot exceed seven years (21 quarters). It is expected that students will complete all course requirements, defend their dissertation proposals and advance to candidacy within 9 quarters (3 years). The completion of the dissertation varies from 2 to 6 quarters after advancement to candidacy. Any student who has not completed the degree requirements within the maximum seven-year (21 quarter) limit may not be allowed to continue in the program without the permission of the Doctoral Committee.

LUSKIN COMMENCEMENT AND THE UNIVERSITY HOODING CEREMONY

Doctoral graduates are encouraged to attend both the University Hooding Ceremony and the exercises conducted by School of Public Affairs. In the SPA ceremony, the chair of the student’s dissertation committee briefly describes the student’s intellectual journey, and presents the degree. The hooding ceremony, however, is the official campus exercise for awarding of the doctoral degree.

LSPA Commencement Ceremony
In order to participate in the Luskin School of Public Affair’s commencement ceremony, doctoral candidates (who may not yet be eligible for the University hooding ceremony) must meet the following requirements:

1. have a full draft of the final dissertation by the end of May
2. scheduled the dissertation defense by the end of summer quarter
3. obtain approval from the dissertation committee chair
4. Submit a completed request form to the Graduate Adviser by the end of second week, spring quarter

Doctoral Hooding Ceremony
In order to be eligible to participate, doctoral students must obtain approval to file the dissertation from the Graduate Division and file the completed manuscript in the library on or before a date set by the Graduate Division (usually in the first week of June). Doctoral students who complete the filing process are sent an email invitation with information they need to participate in the ceremony. Students who file during the Spring quarter receive the material soon after the dissertation is cleared by the library. For more information, visit: http://www.gdnet.ucla.edu/gasaa/hooding/commencement.htm
FELLOWSHIPS AND FINANCIAL AID

The Doctoral Program of the Department of Social Welfare provides various sources of financial aid, including fellowships, fee/tuition awards, research and teaching assistantships, and training grants. In the Department of Social Welfare, allocation of financial aid is based on academic performance and promise and financial need. Priority for financial aid is given to first and second year students, when students have heavy course loads and fewer opportunities to serve in roles as graduate research assistants and teaching assistants. By the 3rd year and beyond, students are expected to be increasingly responsible for their own support, be it from teaching, research, or scholarships.

Aid allocations balance several principles, including 1) the need for fairness across all students; 2) encouraging students to seek fellowships and other aid, without being “taxed” on a dollar-for-dollar basis; 3) equity in assigning TA/SR positions; 4) recognition of faculty members’ needs and differential teaching abilities across students; 5) the department’s matching requirements on some awards; 6) progress toward the degree; 7) willingness of students to provide data on their financial needs and income; 8) new allocations received during the academic year; and 9) the specific requirements of awards, and 10) other special circumstances and opportunities.

Students are strongly encouraged to apply for scholarships and other aid from the Graduate Division, various programs and departments in the University, and beyond.

Although data on individual aid packages are not made public, the program chair will provide a letter stipulating minimum aid allocations for 1st, 2nd and 3rd year students, usually in July.

Financial aid to cover resident tuition fees is considered a higher priority than non-resident tuition fees.

Doctoral students who wish to acquire experience in teaching as preparation for an academic teaching role are provided with the opportunity to assist faculty members in the instruction of selected undergraduate and graduate courses. Such an experience includes preparation of material for classroom presentation, actual presentation of the material, and opportunities to interact with the students. Requests for a teaching experience should be made to the Chair of the PhD program well in advance of the quarter during which students want to teach.
The UCLA Financial Aid Office administers grants-in-aid and loans to students. The Fellowship and Assistantship Office of the Graduate Division administers University fellowships and is also a source of information and application forms for many fellowships offered by private foundations and agencies. An information booklet is published by this office each year and is available in a PDF document on-line at http://www.gdnet.ucla.edu/asis/entsup/finsup.htm. The deadline for application for University fellowships is generally mid-January a year before the fellowship year. Deadlines for privately funded fellowships vary, but are usually one year in advance of the actual fellowship award. Interested students should check with the Fellowship and Assistantship Office regularly to keep informed of opportunities as they become available. Much of this information will be distributed by the chair through e-mail.

University emergency loans may be applied for at the Student Loan Service, A227 Murphy Hall. An emergency loan is generally for an amount up to $1000.

Regulations and procedures regarding fellowships and financial aid are varied and subject to change. Although many sources of funds are available to doctoral students, most opportunities are competitive. Students are advised to make inquiries well in advance as they look ahead to the next year and to not assume that any one approach to obtaining support will be successful.

GUIDELINES FOR SPECIAL READERS/TEACHING ASSISTANTS

The use of doctoral students as Special Readers/Teaching Assistants (SR/TA) benefits both the Department and the doctoral students. The Department gains the talents and energy of a group of developing scholars who assist with MSW and undergraduate courses. Doctoral students receive income, fee remission and acquire some teaching experience under the supervision of faculty mentors.

Responsibilities of Students: SR/TAs may be assigned a variety of tasks, including leading discussion groups, developing and grading assignments, preparing and grading tests, assembling reading materials and bibliographies, holding office hours, or preparing a guest lecture. SR/TAs with 25% appointments are expected to devote approximately 110 (varies based on minimum required for fee remissions) hours per quarter to these endeavors. SR/TAs are expected to be enrolled in Independent Study (SW 375) during the quarter they are working to reflect the learning that is expected and the mentoring that the faculty are expected to provide them.
It is inappropriate for a SR/TA to be given sole or primary responsibility for developing the course syllabus, for selecting the required readings, for teaching the class, or for course grading.

**Responsibilities of Faculty:** All the activities of the SR/TA are to be accomplished under the close supervision and mentoring of the member of the faculty teaching the course. It is the responsibility of the faculty to meet regularly with the SR/TA, to negotiate and monitor how the allotted hours will be allocated over the quarter, to provide guidance, feedback and advice about methods of teaching, grading, and handling problems with students.

**Training/Orientation Prerequisites:** The department requires that all SR/TAs participate in the campus-wide TA Orientation Conference, held each September, in advance of beginning a SR/TA position. Because most of our doctoral students will hold an SR/TA position during their course of study, we **strongly recommend** that students take this training at the beginning of their second year in the doctoral program. In addition, all hired SR/TAs must participate in an orientation session to be held in the department each fall. Students will be compensated for that time.

**NOTE:** International graduate students, including permanent residents, must have passed the TOP (Test of Oral Proficiency) exam prior to being appointed under any teaching title.

**Benefits and Policies:** All appointments of 25% for registered students are eligible for 100% tuition remission for the quarter they are teaching along with applicable health benefits (note that there will still be a small balance that the student is responsible for paying). A TA/SR can receive only one fee remission per term and any other fee support that has been allocated to a student will be forfeited (notify the Chair of the Doctoral Committee and Graduate Advisor ASAP if you anticipate receiving fee support from more than one source).

*Childcare reimbursement:* Graduate Student SR/TAs are eligible to participate in a child care reimbursement program of up to $600 per quarter for non-school age children (age 5 or under by December 2 of the school year). Enrollment and a bulletin of FAQ about this program is available at: http://atyourservice.ucop.edu/index.html.

*Leaves:* Under the current contract, paid leaves for childcare or health related reason are not available for hourly employees (SR positions), but they are available for monthly employees (TAs).

**Allocation of Workload:** By the beginning of week 2 of the quarter, a document specifying the student’s responsibilities and workload (see Appendix F) must be
completed and given to the doctoral chair. This anticipated allocation of workload responsibilities can be modified once the quarter is underway, and these modifications must be noted and signed with all parties receiving copies of the revised agreement. The University is responsible for ensuring that students do not exceed their allocated hours. Students must take initiative to notify their teaching mentor/instructor if their workload is expected to exceed the number of allocated hours so that adjustments in workload may be made in a timely fashion.

**Disputes:** When problems between a SR/TA and an instructor develop that are not resolved, the instructor or SR/TA may ask the Chair of the Ph.D. program to help them find a resolution. If the situation still cannot be resolved, the situation will then be handled by the office of the Department Chair and if necessary, the Department of Labor Relations.

**Evaluation:** Faculty teaching supervisors are strongly encouraged to provide graduate SR/TAs with regular feedback on their performance throughout the quarter they are teaching. Students may request a letter or recommendation from their faculty teaching mentors for future job applications and opportunities. All students will be notified if an evaluation letter is placed in his or her file and will be given an opportunity to respond.

**LIBRARY RESOURCES**

Students in the Department of Social Welfare have ready access to an excellent library system staffed by exceptionally competent personnel. The keystone in the system for doctoral students is the University Research Library (which incidentally is air-conditioned and a welcome oasis during Southern California’s numerous heat waves). Other important links in the system are the Powell (College) Library, the Management Library and the Biomedical Library located in the Center for Health Sciences. Increasingly, identifying research materials is done through sophisticated computerized searches.

Demonstrations and workshops in using the various on-line systems are available at the beginning of each quarter. Students are strongly urged to attend them.

As soon as possible after arrival here, students should apply for their UCLA Bruin Card (which also serves as a library card) and for a locker. BruinCards can be obtained at the BruinCard Center (123 Kerckhoff Hall, open Monday through Friday, 9–4). Valid Government issued identification must be provided. For more information, visit the BruinCard website at [http://www.bruincard.ucla.edu/](http://www.bruincard.ucla.edu/).
Doctoral students who have been advanced to candidacy are eligible for study desks. All doctoral students are eligible for lockers in the Young Research Library. To apply for a study desk and a locker, visit the Cashier Window on the first floor of the Young Research Library. The limited number of desks available will probably necessitate assigning two students to a single desk. The study desk and locker assignments must be renewed each year by the student. The renewal period is June 1 - June 30.

COMPUTER RESOURCES

Students in the School of Public Affairs can access a computing classroom and walk-in computer lab, as well as computers in the commons of the doctoral offices suite. All courses taught in the computing classroom are fully supported by the School. SPA is primarily a Windows environment and all of the 50 stations in the labs are PCs. Several remote sites are also supported in the Public Policy Building, including the offices for Ph.D. students. The lab supports Microsoft Office; Stata, SAS, and SPSS statistical packages; and the GIS suite. SPA also supports a wireless network in the building, and most classrooms have dedicated projection facilities. Access to the complete resources of UCLA, including the Library, is available to all students electronically. The Help Desk is available Monday through Friday from 8:00 am to 6:00 pm.

Use of lab facilities and resources for non-instructional activities (i.e., project work) is available on a subscription basis. Printing is charged on a per page basis. Each subscriber is assigned personal file storage (work files only -- no software may be installed) and can use any email account they may already have or use UCLA’s Bruin-On-Line service. Visit the website for details. The lab runs on a “terminal-services” model, which allows you to access the lab software and your files from any computer – Mac or PC – with a web browser. All stations also support Flash Media to allow easy backup of your files.

ADMINISTRATION OF THE DOCTORAL PROGRAM

The doctoral program is governed by a Doctoral Committee that meets regularly to set policies, make admission decisions, monitor the progress of students and oversee the program. The Committee consists of approximately six faculty members and two student representatives. The Chair of the Committee serves as the director of the Ph.D. program.
Doctoral students meet periodically to discuss issues of concern. They select from their membership two representatives to serve on the Doctoral Committee and to represent the student body on issues affecting students.

Each doctoral student is assigned a study area on the first floor of the Public Affairs Building. Students are expected to check their e-mail regularly for notifications regarding department and school-wide events and meetings.

**EMPLOYMENT OPPORTUNITIES**

It is the University’s policy that no student can work more than 50 percent time during the first two years of study so that they can give their full attention to the academic program. Students receiving stipends should check with the Chair of the Doctoral Program regarding the concomitant policy on employment. Students are discouraged from taking on substantial teaching, service or administrative roles outside the university or its allied institutions. Full time work outside the University is incompatible with steady progress toward the degree.

Announcements about research assistantships may be distributed by e-mail or posted in the doctoral student office area, but inquiries with individual faculty members are also recommended.

Announcements of post-doctoral fellowships, part-time or full-time faculty and other positions that appear to be of particular interest to doctoral students will be posted in the first floor doctoral office area or distributed by e-mail.

**Balancing the many demands in a doctoral program**

Students balance multiple objectives during their doctoral career, including:
- progress toward the degree
- gaining relevant career experience, primarily related to research and scholarship, but also teaching and socialization in the academy and in social work
- generating income
- personal/family life, not discussed here

The objectives can be either divergent or complementary, depending on the individual’s circumstances and choices. As individual circumstances vary with respect to financial support, personal/family responsibilities, career preparation and scholastic progress, each student must find his/her own way to balance her priorities. In general, students who are most successful in obtaining funding while making progress toward the degree:
- Regularly search for opportunities via the internet, via on-line searches, listserve membership, email inquiries to foundations

Doctoral Handbook, September 2015
- Demonstrate eagerness to gain experience, as well as the need for funding
- Weigh the value of research experience relevant to their career interests/objectives as well as the income generated via a given position
- Consider the advantages and disadvantages of a rapid advance toward the degree vs. teaching and submission of peer-reviewed manuscripts vs foundational pursuits (e.g., coursework in the 3rd year and beyond, learning GIS not related to one’s dissertation)

**A caveat about the handbook**

Although the handbook is an important guide for incoming and current students, the faculty have the right to make changes on an annual basis, and to make clarifying procedural modifications at any time. Significant changes will apply to the stages of a program that lie ahead for a given cohort—but not for stages that a cohort has already passed. Substantive modifications in program requirements (e.g., requiring an additional course requirement) would in most instances not apply to cohorts already at that stage of their doctoral studies (e.g., a new course requirement for first year students would not apply to students already taking first year courses). Procedural clarifications or modifications of an incremental nature, often applying to non-classroom requirements, would ordinarily apply to all students unless such changes would disrupt or significantly disadvantage students already in the program.
Appendix A - Outline for Study Plan

DOCTORAL PROGRAM IN SOCIAL WELFARE

Study Plans should be developed, approved and filed at the beginning of the student’s second year. The Study Plan is due December 1st, should be about 5 pages in length, and must include the following information:

I. Description of the student’s substantive area in social welfare

A. Illustrative references from the substantive area
   B. Academic work (e.g., papers, courses, research mentorship) the student plans to undertake in this area.

II. Description of the behavioral/social sciences to be studied

A. Illustrative references from the area
   B. Relevance to social welfare
   C. Examples of courses that may be taken in that area

III. Description of the research methods to be studied

A. Reasons for selection

   B. Examples of courses that may be taken

Student signature: _________________________________ Date:_______
Approved by Faculty Advisor: __________________________ Date:_______
Approved by Chair of Program:_________________________ Date:_______
Appendix B - Outline of Plan for Research Mentorship

Doctoral Program in Social Welfare

1) Identify your research mentor, department or school, and field of study. Why did you select this specific mentor? What are his or her credentials for supervising your research mentorship?

2) What is the topic of your proposed project? Is this project part of an ongoing study? (If it is, please identify title of project, PI and co-PIs, and funding source(s).)

3) What are research questions that you intend to study?

4) Please list 4-7 specific tasks that you will undertake in your research mentorship and under each task, provide a paragraph of explanation.

5) What knowledge or skills do you expect to gain from the proposed tasks? How will this project advance your scholarship?

6) What will your final dissemination product be? (describe in detail; i.e., a set of reports for web production, one or more papers for publication, your own written exam).

Student's Signature: __________________________ Date: ____

Approved by Faculty
Internship Supervisor: __________________________ Date: ____

Approved by
Chair of Program: __________________________ Date: ____
Final Report for Mentored Research Project – Due June 1
(Please attach final product or set of products for review)

1. For Students

a) In 1-2 paragraphs, summarize your experience in your mentored research project.

b) Using the tasks listed in number 4 on your proposal, describe the extent to which you were able to meet and complete each item. Describe any barriers, setbacks, or challenges that arose.

c) Please describe how this experience will inform your plans for your dissertation research.

d) If you had to do this project again, what would you do differently?

2. For the Faculty Mentor

a) Please summarize the student’s performance in the mentored research project; what were his or her strengths and weaknesses?

b) If you were to provide a letter grade, how would you rate the quality of the finished product? Please describe how this product could be improved.

c) What advice can you offer this student in regard to their future or continued scholarship in this field of study?

Student’s Signature:_________________________________ Date: ____

Approved by Faculty
Internship Supervisor: ________________________________ Date: ____

Approved by
Chair of Program: ________________________________ Date: ____

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Appendix C - Evaluation Form for the Publishable Scholarly Paper

Doctoral Program in Social Welfare

Date: __________

Name of Student: ________________________

Name of Advisor: ________________________

Title of Paper:
________________________________________________________________________
________________________________________________________________________

Name of Faculty Evaluator: ______________________________

Note: The overall purpose of the paper is to demonstrate a capacity to integrate theory and research bearing on a social welfare problem. The student demonstrates this competence by articulating a significant social welfare question, using the most relevant social science theory and empirical research to elucidate and frame the problem, implementing an appropriate analytic procedure to extend knowledge about that problem, and by presenting and discussing the results of that inquiry. The paper should clearly demonstrate the student’s substantive knowledge (theoretical and empirical) of a social welfare issue and analytical (research) capabilities. The paper should follow a standard format for the type of scholarly article that the paper represents. The paper may be written for a social science or social welfare-related journal. The target journal for the paper should be identified.

Evaluation Standards. The content, quality and format of the paper must be comparable to scholarly articles in major professional journals, as judged by the faculty members of the Doctoral Committee or their designees.

Evaluation:

_____ Meets the standard of a publishable paper
_____ Needs minor revisions (Comments on paper and/or summarized below)
_____ Needs major revisions (Comments on paper and/or summarized below)

Evaluator’s signature: __________________________________________

Please e-mail this form to abrams@luskin.ucla.edu or deliver to Laura S. Abrams, Chair, Doctoral Program, 3250 Public Affairs Bldg.
### Section I - Milestones

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Faculty Advisor 1st</th>
<th>Enr Yr</th>
<th>Comp Exam Passed</th>
<th>Study Plan Approved</th>
<th>Internship Completed</th>
<th>Course Work Completed</th>
<th>Course Work Completed</th>
<th>Progress report(s)</th>
<th>Pub. Paper Submld</th>
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<tr>
<td>Faculty Advisor 2nd</td>
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### Section II – Coursework

**Theory courses completed or planned (3 required):**

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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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**Research methods courses completed or planned (2 required if take 4 statistics courses; 3 required if take 3 statistics courses):**

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<th>Course Title</th>
<th>Quarter, Year</th>
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<td>2.</td>
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<td>3.</td>
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</table>
Statistics courses completed or planned (4 required if 2 research methods courses taken; 3 required if 3 research methods courses taken):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Quarter, Year</th>
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<td>3.</td>
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<td>4.</td>
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</table>

Section III – Descriptions

1. Research Internship

Completed: Yes______ No: _____ (explain and provide plan for completion):

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Publishable Scholarly Paper

Completed: Yes______ No: _____ (explain and provide plan for completion):

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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Doctoral Handbook, September 2015
3. **Dissertation Proposal**

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<tr>
<th>Proposed Topic:</th>
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<tr>
<td>Proposed Internal</td>
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<tr>
<td>Committee Members:</td>
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<tr>
<td>Proposed Outside</td>
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<tr>
<td>Member(s)</td>
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<tr>
<td>Proposed Defense Date</td>
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<tr>
<td>Description of students'</td>
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<tr>
<td>progress towards</td>
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<tr>
<td>completing and defending</td>
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<tr>
<td>the dissertation proposal</td>
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</table>

3. **Other information related to progress or changes in plans from the previous year(s):**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Signatures:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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<tbody>
<tr>
<td>Advisor</td>
<td>Date</td>
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<tr>
<td>Doctoral Chair</td>
<td>Date</td>
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Appendix E - ADMISSION CRITERIA FOR PH.D. PROGRAM IN SOCIAL WELFARE

Goals of the Program

The mission of the doctoral program in social welfare is to train research oriented scholars to advance the field of social welfare and social work practice through research and knowledge development. The purpose of the program is to provide the students with the necessary expertise, both substantive and methodological, that will enable them to assume leadership roles in academic, social welfare policy and social work practice settings.

Admissions Procedures

The Department of Social Welfare’s Doctoral Committee is responsible for making recommendations regarding admission to the program. The Doctoral Committee is composed of approximately six faculty and two doctoral student representatives. The student members are not involved in the review of applicants or in admission decisions.

When an applicant’s admission file is complete, it is reviewed by the Chair and at least two members of the Doctoral Committee. At times, other members of the faculty are asked to the review the application, if the applicant wants to study in their areas of expertise. All reviewers are asked to complete a reviewer’s rating sheet. The Doctoral Committee discusses all applications in which there is considerable interest or in which there is a difference of opinion, before final recommendations are made about the applicant.

Evidence of Attributes

The Doctoral Committee seeks to determine which applicants to the program have the greatest potential for a career in which they produce independent research and contribute to knowledge development in social welfare and social work. We are also interested in applicants who show unusual promise to become exceptional leaders in the field.

The Committee relies on many sources of information to identify the best qualified applicants. The following sources of information (not in rank order of importance) are relevant to this determination:

1. Academic Grades. Both undergraduate and graduates grades are reviewed. The Committee takes into account when and where the applicants completed prior academic work. It is generally expected that applicants have grade point averages in the 3.5 to 4.0 range.
2. Graduate Record Examination (GRE) scores

3. TOEFL OR IELTS For foreign students whose native language is not English or whose undergraduate degree was not obtained in an English-speaking university, a TOEFL of 600 or above is expected. An IELTS overall band score of at least 7.0 is the minimum required.

4. Letters of Recommendation. Three letters of recommendation are required from individuals familiar with your academic and scholarly work. The Committee expects strong letters attesting to the candidate’s intellectual capabilities and probable success in doctoral study. The qualifications of the letter writer are considered in evaluating these letters.

5. Match between Student and Program. The Committee seeks to match the applicant with professors in the student’s area of interest.

6. Professional Experience. The Committee considers the extent and quality of the applicant’s professional experience in social work practice and research.

7. Writing Samples. Samples of the applicant’s academic writing are assessed for evidence of intellectual rigor and clarity of presentation.

8. Statement of Purpose. The Committee reviews the statement of purpose very carefully to assess the match between applicant and program and the applicant’s ability to write clearly and persuasively.

9. Personal Interview. On occasion the Committee may interview applicants to help clarify their interests and abilities.

Retention of Files

All files are retained for three years.
APPENDIX F: TA/SR AGREEMENT

DESCRIPTION OF DUTIES FORM

TERM________   SUPERVISOR____________________  ASE: Special Reader
COURSE #:__________  COURSE TITLE:_________________________________
Location: ___________  Day/ Time: ___________________________________

The job duties designated below are required of the Academic Student Employee:
(Please check the appropriate boxes below and describe as applicable)

☐ Attend Lectures
☐ Present ________ Lectures
☐ Instruction of ________ sections/labs per week
☐ Preparation
☐ Hold ________ Office Hours per week
☐ Supervisor. ASE meeting ________ hours per week
☐ Read and evaluate ________ papers per student
☐ Proctor ________ examinations
☐ Perform individual and/or group tutoring
☐ Class/ Faculty visits
☐ Maintain/ submit student records (e.g. grades)
☐ Perform other tasks as assigned. Please list:
_______________________________________________________________________
_______________________________________________________________________

A Teaching Assistant with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter or a workload of over 40 hours in any one week. The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter.

In addition, a Teaching Assistant with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or more than 8 hours in any one day.

This check sheet is designed to be distributed to all ASEs except those who are designated as the Instructor of Record for the course.