DOCTORAL PROGRAM IN SOCIAL WELFARE HANDBOOK

2019 – 2020

DEPARTMENT OF SOCIAL WELFARE UCLA LUSKIN SCHOOL OF PUBLIC AFFAIRS UNIVERSITY OF CALIFORNIA, LOS ANGELES
www.luskin.ucla.edu
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INTRODUCTION

The Department of Social Welfare is part of the UCLA Luskin School of Public Affairs (LSPA), established in 1994 and renamed the UCLA Meyer and Renee Luskin School of Public Affairs, in recognition of a $50 million gift to the School in 2011. The School has three departments—Public Policy, Social Welfare, Urban Planning, an undergraduate Public Affairs Major—and numerous research centers and activities.

This handbook is intended for use by students and faculty of the UCLA Department of Social Welfare PhD 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 Advisor’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. A new edition of the General Catalog is published every two years. It 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.

MISSION OF THE DOCTORAL PROGRAM

The mission of the doctoral program in social welfare is to train 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 its students with the necessary expertise, both substantive and methodological, that will enable them to assume tenure-track faculty positions in top-tier, research intensive social work program across the globe.

To achieve that mission, all doctoral students are required to develop advanced knowledge and expertise in three interrelated areas: (1) a substantive area of social welfare; (2) social and behavioral science knowledge applicable to the substantive area; and (3) research skills to support the production of knowledge in the substantive area. 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 necessary to advance scientific knowledge.

THE EDUCATIONAL MODEL

The program has several important 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.

The learning process involves more than classroom instruction. Considerable emphasis is placed on the individualized instructional relationship between students and faculty advisors (mentors). Students are expected to work closely with faculty advisors in their roles as scholars, researchers and teachers. The program is interdisciplinary and students are encouraged to use the rich learning resources of the entire University. Doctoral students enter the program 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, often through course assignments, mentored research projects, and the written comprehensive examination. 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 exempt from specific course requirements.

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

THE DOCTORAL CURRICULUM

The doctoral curriculum covers three areas: (1) a substantive area of social welfare, (2) social/behavioral science knowledge, and (3) 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, social justice, 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 individuals 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 enroll in a year-long foundation course in their first year of the program, The Craft of Social Welfare Scholarship (SW 229A-B-C). This three-quarter sequence emphasizes analytical frameworks for studying social problems and theoretical frameworks for social welfare intervention (practice and policy) that address diverse social 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 student’s 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 Comprehensive Examination). Following successful completion of the examination, the student and their faculty advisor(s)
develop a plan of study (see 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, relevant theoretical frameworks, and to the study of research methods to support the production of knowledge within that area of specialization.

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 because it provides 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 ecological, organizational, social psychological, risk and resilience, and social learning theoretical perspectives, as well as theories that focus on developmental psychology and child development, social change, and social justice. 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 evidence, can be developed and tested.

To achieve such expertise, each student is required to take at least three graduate level courses in social and behavioral science. These courses 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; although in exceptional circumstances the student may petition the Doctoral Program Chair 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: (1) research methods courses, (2) statistics, and (3) research apprenticeship and 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, Foundations of Scientific Inquiry (SW 249A-B-C). 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. 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. Typically, social and behavioral science departments within the University offer these courses. Students may opt to complete a minimum of two advanced methods courses if they take four advanced statistics courses.

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 both in Fall
and Winter quarters. These courses are typically taken in the departments of Sociology or Education and count toward the advanced statistics requirement. Sometimes introductory statistics are supplemented by mandatory statistics support sessions within the department.

With approval from the Doctoral Program Chair, students with sufficient preparation in statistics may be exempt from taking the introductory statistics 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: PUB HLT 200A and 200B (Foundations in Public Health);
- Psychology: PSYCH 250A-250B (Advanced Psychological Statistics) and 252A (Multivariate Analysis), and
- Political Science: POL SCI 200A (Probability and Inference for Social Science) and 200B (Regression Analysis for Social Science), among others.

c) Research Apprenticeship (SW 284A-B-C): The research apprenticeship is designed to expose first year PhD students to the process of conducting research in social welfare and to develop a close working relationship with their faculty advisor. In this 9 unit course (3 per quarter), students will develop a range of applied research skills, which may include developing research questions, collecting data, cleaning and preparing data, analyzing data, and preparing collaborative work for presentation and publication.

As part of the research apprenticeship students and research mentors are expected to meet one-on-one for at least an hour each week. The remaining 8 hours each week are to be spent on a variety of research-related activities. This might include attending scheduled research team meetings, completing trainings (e.g. CITI Human Subjects), and completing research related tasks to the best of their ability. Finally, students are expected to show initiative in the research process and bring ideas and original thought to the research team.

During the Research Apprenticeship, first-year students will work with their faculty supervisor to create, among other deliverables, an Individualized Development Plan (IDP). IDPs promote a process of self-reflection, assessment, and goal-setting for graduate students. In brief, an IDP is a dynamic self-evaluation and career exploration tool that can be used for setting goals for research projects, skills development, and career planning. It is your private written list of objectives mapped to a timeline. The National Institutes of Health consider IDPs so valuable for student training and career development that NIH has now established reporting requirements around IDPs for funded graduate students and postdocs.

At the conclusion of the research apprenticeship both student and faculty mentor will be invited to meet with the doctoral program committee to share the student’s IDP and reflect on the experience. This meeting will take no more than 30 minutes and will be scheduled during the spring quarter of the student’s first year.

d) Mentored Research Project: Beginning in the first quarter of the second year, doctoral students must successfully complete a mentored research project over the course of three quarters by enrolling in the three-course sequence SW286C (Mentored Research Project), which is graded Satisfactory/Unsatisfactory. Students must complete a total of 12 credit units, normally taken for four credit units in each quarter. 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.

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 advisor from social welfare, the student may become more closely acquainted with a primary research advisor or potential dissertation 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 Doctoral Program Chair must approve the mentored research project. To obtain approval, the student must:

— Meet with the prospective faculty member to discuss the mentorship;
— Prepare and submit a formal proposal for approval, as detailed in Appendix F.

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

After the completion of the mentored research project, students and faculty must submit a final report summarizing their experiences and attaching final products for review. This report must be submitted by June 1 in the year they complete the mentored research project and can be found in Appendix G.

Additional Courses:

SW258: Critical Issues in Social Welfare (2 quarters, 2 units each quarter, grading: Satisfactory/Unsatisfactory) is not required for advancement to candidacy, but is highly recommended for all students in their third year. 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.

SW596B: Special Study and Research Doctoral Independent study is available by arrangement at any stage of doctoral study. This is most commonly used up until the dissertation writing process begins, when students will enroll in SW599 (see below).

SW597B: Preparation for the Qualifying Examination 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 prepare the dissertation proposal and the oral defense of the dissertation proposal (oral qualifying examination), which is prerequisite to advancement to doctoral candidacy.

SW599: PhD Dissertation Research in Social Welfare is ordinarily taken while conducting 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 their advisor, 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 in advanced policy, may be taken with the approval of the student’s 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 advisor. 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 a crucial element 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 SW597B, the comprehensive exam study course, listing their advisor as the instructor of record. Similarly, second year students enroll in three quarters of SW286C, the Mentored Research Project, the instructor of record being their research mentor (or their advisor, if the internship is taken with a mentor outside the department).

Occasionally the Department may offer courses in addition to those listed above. The Working Papers Colloquium (SW490) and Advanced Research 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.

ALL COURSES of an independent nature (i.e., any credits in which the student is not enrolled in a conventional class), including teaching practicum, mentored research project, 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 2019-2020

Coursework

Year 1

Fall
- Scholarship 229A (4 units)
- Scientific Inquiry 249A (4)
- Statistics (4)
- Apprenticeship 264A (3)

Winter
- Scholarship 229B (4)
- Scientific Inquiry 249B (4)
- Statistics (4)
- Apprenticeship 264B (3)

Spring
- Scholarship 229C (2)
- Scientific Inquiry 249C (4)
- Exam Preparation (Independent Study)
- Outside Course (Statistics or Other) (4)
- Apprenticeship 264C (3)

Year 2

Fall
- Social & Behavioral Science I
- Mentored Research Project 296C

Winter
- Social & Behavioral Science II
- Mentored Research Project 296C

Spring
- Social & Behavioral Science III
- Mentored Research Project 296C

Year 3

Fall
- Independent Study 596B

Winter & Spring
- Critical Issues 230
- Independent Study 596B

Year 4 & Beyond

Fall, Winter & Spring
- Dissertation Research 599

Milestones

BEGIN!

May 30
- File Individualized Development Plan
- File Progress Report

June
- Pass Oral Comprehensive Exam

Sept. 15
- Submit Written Exam – First Deadline

Oct. 15
- File Mentored Research Project Plan

Dec. 1
- File Study Plan

May 30
- File Progress Report

June 1
- File Mentored Research Project Report

May 15
- Submit Written Exam – Last Deadline

May 30
- File Progress Report

TBA
- Constitute Dissertation Committee
- Defend Dissertation Proposal / File Advancement to Candidacy Form
- File Progress Report

May 30
- Schedule & Defend Dissertation

June
- Commencement/Hooding

FINISHER

TBA: To Be Arranged

Numbered courses are those offered by the SW Department

* Occasionally we offer SW288B (advanced research methods courses) that can fulfill this requirement
## Deadlines at a Glance

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Year</th>
<th>Due Date (Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>File Individualized Development Plan</td>
<td>1st</td>
<td>May 30</td>
</tr>
<tr>
<td>File Annual Progress Report</td>
<td>All</td>
<td>May 30 (Appendix K)</td>
</tr>
<tr>
<td>Oral Comprehensive Exam</td>
<td>1st</td>
<td>Scheduled during spring quarter, takes place in summer (June)</td>
</tr>
<tr>
<td>Study Plan</td>
<td>2nd</td>
<td>December 1st (Appendix H)</td>
</tr>
<tr>
<td>File Mentored Research Project Plan</td>
<td>2nd</td>
<td>October 15th (Appendix I)</td>
</tr>
<tr>
<td>File Final Report for Mentored Research Project</td>
<td>2nd</td>
<td>June 1st (Appendix G)</td>
</tr>
<tr>
<td>Submit Written Exam (Publishable Paper)</td>
<td>2nd</td>
<td>Between the end of sixth quarter and the end of ninth quarter (May 15th of third year) (Appendix I)</td>
</tr>
<tr>
<td>Submit Dissertation Proposal and Advancement to Candidacy Form</td>
<td>3rd and above</td>
<td>Depends on individual student progress</td>
</tr>
<tr>
<td>Defend Dissertation Proposal</td>
<td>3rd and above</td>
<td>Depends on individual student progress</td>
</tr>
<tr>
<td>File Dissertation</td>
<td>3rd and above</td>
<td>Depends on individual student progress</td>
</tr>
</tbody>
</table>
# THE COMBINED MSW/PhD PROGRAM

## First Year Combined MSW/PhD Courses

<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>Generalist Practice</td>
<td>SW210A (4 units)</td>
<td>SW210B (4 units)</td>
<td>SW210C (4 units)</td>
<td></td>
</tr>
<tr>
<td>Theories of Human Behavior &amp; Social Systems</td>
<td>SW211A (4 units)</td>
<td>SW211B (4 units)</td>
<td>Optional: SW 202A* Adult Psychopathology (4 units)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW212 (2 units)</td>
<td></td>
<td>*Required only for certain stipend programs or AoCs</td>
<td></td>
</tr>
<tr>
<td>Social Welfare Policy and Leadership</td>
<td>SW214A (4 units)</td>
<td>SW214B (4 Units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Welfare Research Methods &amp; Statistics</td>
<td></td>
<td>213A - Waived (SW 249A will substitute in second year)</td>
<td>213B - Waived (Statistics will substitute in second year)</td>
<td></td>
</tr>
<tr>
<td>Field Practicum in Social Work</td>
<td>SW401A (3 units)</td>
<td>SW401B (3 units)</td>
<td>SW401C (3 units)</td>
<td>Second Year Field Practicum (402 ABC)</td>
</tr>
<tr>
<td>Area of Concentration</td>
<td></td>
<td></td>
<td>Choose area of concentration core course: SW 232, SW 242 or SW 252 (4 units)</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS</td>
<td>17 units</td>
<td>15-19 units</td>
<td>11-19 units</td>
<td>9 units</td>
</tr>
</tbody>
</table>

Note: 51 units recommended total
## Sample Curriculum for Students 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></th>
<th>MSW Required Courses</th>
<th>PhD Courses</th>
<th>Filling MSW Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist Practice</td>
<td>SW 210A-B-C (3 courses)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>SW211A-B and SW212 (3 courses)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Leadership and Policy</td>
<td>SW214A-B (2 courses)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>SW213A-B (2 courses)</td>
<td>SW249A and 1 quarter of statistics will substitute (Taken in year 2 of MSW/year 1 PhD)</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>401A-B-C (3 courses)</td>
<td>N/A</td>
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</tbody>
</table>

### Year 2 Course Plan by Area of Concentration
[Student receives the MSW degree upon completion of the appropriate 95 course credits for the MSW.]

#### Social and Economic Justice

<table>
<thead>
<tr>
<th></th>
<th>MSW Required Courses</th>
<th>Required for MSW/PhD</th>
<th>Substitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>2 courses</td>
<td>1 course (231K or 231M)</td>
<td>229A</td>
</tr>
<tr>
<td>Policy</td>
<td>2 courses</td>
<td>1 course(290E, 290G, or 290F)</td>
<td>229B</td>
</tr>
<tr>
<td>MSW Electives</td>
<td>2 courses</td>
<td>1 course(related to AoC)</td>
<td>229C</td>
</tr>
<tr>
<td>Research</td>
<td>SW260A-B-C</td>
<td>*Completed in year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Field</td>
<td>402A-B-C (3 courses)</td>
<td>Required block (summer block)</td>
<td>N/A</td>
</tr>
<tr>
<td>Child and Family Well-Being</td>
<td></td>
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<td>-----------------------------------------------</td>
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<tr>
<td><strong>MSW</strong></td>
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<td>Required Courses</td>
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<td>Required courses</td>
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<tr>
<td>Substitutions</td>
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<tr>
<td>Practice</td>
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<tr>
<td>1 required</td>
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<tr>
<td>1 course (231A, 231B, or 231N)</td>
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<td>N/A</td>
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<tr>
<td>Policy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 required</td>
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<td>MSW Electives</td>
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<td>402A-B-C (3 courses)</td>
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<td>Required block</td>
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<tr>
<td>(summer block)</td>
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<td>N/A</td>
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* Note: Capstone project is required for MSW, will be combined with the Research Internship in year 3 of MSW/Year 2 of PhD program.
Detailed information on registration (fee payment) and enrollment procedures is contained in the Schedule of Classes several weeks before the beginning of each quarter. 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 MyUCLA). 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 MyUCLA accounts monthly to assure payments are made on time.

Enrollment in classes is also completed through MyUCLA. You must complete both processes by the established deadlines to be officially registered and enrolled for the term.

Enrollment in Classes: The online Schedule of Classes contains listings of class times, meeting rooms, and instructors throughout the University.

MyUCLA enables all UCLA students to acquire information via the internet from their University academic records stored on the Registrar’s computer database. MyUCLA 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 MyUCLA, 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.

The student ID number and security code, both of which are provided to you on admission by the Graduate Division, gain access to MyUCLA. You enroll during your assigned appointment periods, which you also obtain checking your MyUCLA account. All students are responsible for observing procedures and deadline dates as published by the Registrar. Visit Graduate Student Enrollment Passes for more information.

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. Formal application for a leave may be obtained on the Graduate Division website. You are urged to make a request for leave early to allow time for consultation with your advisor 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 Doctoral Program Chair and the Graduate Advisor concerning their intentions to return to the program. Leave of Absence forms and the associated policy can be found on the Graduate Division website.

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 UCLA’s Residence
**Requirements** 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 nine quarters (three years). The completion of the dissertation varies from two to six 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 Program Committee. Students entering their sixth year who have not advanced to candidacy will be given a timeframe by the Doctoral Committee to complete all requirements up to and including the defense of their proposal. Failure to meet those deadlines will result in dismissal from the program.

**GRADING**

The work of graduate students is reported in terms of the following grades:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior achievement</td>
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<tr>
<td>B</td>
<td>Satisfactorily demonstrated potential for professional achievement in the field of study</td>
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<tr>
<td>C</td>
<td>Passed the course but did not do work indicative of potential for professional achievement in the field of study</td>
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<td>F</td>
<td>Fail</td>
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<td>I</td>
<td>Incomplete</td>
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<td>IP</td>
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<td>DR</td>
<td>Deferred Report</td>
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<td>S</td>
<td>Satisfactory</td>
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<td>U</td>
<td>Unsatisfactory</td>
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*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 (SW229A-B-C and SW249A-B-C) offered within the Department of Social Welfare must be taken on a letter grade basis only. SW284A-B-C (Research Apprenticeship, 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 advisor, 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 that 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 that s/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 that are offered to all students on an S/U basis only.

DOCTORAL STUDY PLAN AND ANNUAL PROGRESS REPORTS

Because students pursue a highly individualized course of study toward their PhD, 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 reports (see below) 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 student’s progress.

Doctoral Study Plan (Second Years)

The doctoral study plan outlines the student’s intended course of study and must specify: (1) the substantive area of specialization in social welfare; (2) the behavioral/social sciences relevant to the social welfare specialization; and (3) the research methods appropriate for conducting research in the social welfare substantive area. The choice of these three areas must be done through close consultation with the faculty advisor.

Students are expected to develop the study plan together with their faculty advisor no later than the Fall Quarter of their second year. In order to maintain good academic standing, students must submit an outline for their study plan, which must be signed by the advisor and forwarded to the Doctoral Program Chair for approval no later than December 1. (See form in Appendix H.)

The substantive area in social welfare refers to a field of practice, program, policy, 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 focus in behavioral/social sciences must rely 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 student, 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 behavioral/social sciences focus, 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 the behavioral/social sciences. Students should provide examples of courses they might take in this area.

The selection of the three advanced research methods courses must be dictated by the choice of the substantive area in social welfare and the behavioral/social sciences focus. It should be informed by
the type of research methodologies students are likely to undertake to advance the relevant knowledge in the substantive area in social welfare. 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.

Annual Progress Report

The doctoral student progress report outlines the student’s achievements during the current year, beginning at the end of year one. All students should complete this form each year, which allows students to list the accomplishments and benchmarks achieved by the student cumulatively in the program. 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 shifts in interest. These revisions should be reflected in the annual progress report. The progress report should also identify issues that the student may have experienced in trying to meet his or her study objectives and strategies to deal with them. The doctoral student progress report should be signed and dated by the student, the doctoral advisor, and submitted to the Doctoral Program Chair no later than May 30 (See form in Appendix K).

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 comprehensive examination and review; and (2) a written comprehensive examination in the form of a publishable scholarly paper.

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 (SW229A-B-C) and scientific inquiry (SW249A-B-C). 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 specialization, the supporting theories identified in the Craft of Social Welfare Scholarship class sequence (SW229A-B-C), 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 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 a problem, a theory or theories that relate to the identified problem, and strategies to research some aspect of the problem 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 (SW229A-B-C and SW249A-B-C), with no incompletes, by the end of May of their first year and have an overall 3.0 GPA. A student who receives any grade below B- in these seminars must have the permission of their
advisor and the Doctoral Program 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 their 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 dates for the first-year oral exam will be scheduled during the first half of the spring quarter. The first-year oral examination and review is typically conducted in mid-June. The examination will be carried out by an examination committee comprised of three senate faculty members and will be evaluated on a pass/fail basis. To pass the exam, two of the three faculty evaluators 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 SW249A-B-C and SW229A-B-C; (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. The doctoral committee reviews this feedback, along with the student’s grades and work completed during the first year, and provides a recommendation concerning whether or not the student should continue in the doctoral program. Students who are recommended to continue in the program are 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.

Written Comprehensive Exam

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 manuscript 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.

A. Format

The written exam should clearly demonstrate the student’s substantive knowledge (theoretical and empirical) of a social welfare issue and analytic 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 submission form (see Appendix I).

The student is expected to display a mastery of the subject, its theoretical 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 scholarly writing style, such as the common APA format used by many social welfare and social science journals, with 12-point, Times, New Roman, or Arial font.

B. Content

The student has wide latitude in selecting a topic and organizing the approach to addressing that
topic. The specific topic, however, should be relevant to 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 analyses 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.

C. Authorship

Although the written exam must be sole authored by the student, the student is permitted and encouraged to seek feedback and advice from faculty advisors as the paper is conceptualized, drafted and revised.

When the subject matter and data emerge from collaborative research efforts or a mentored research project, the student should clarify the purpose of the sole authorship requirement in advance of beginning the written examination. This can be done with the student’s faculty advisor and/or the Doctoral Program Chair. For example, a student may use a preexisting dataset or one collected by a team, yet the student, for the purpose of meeting the requirements of the examination, writes the paper as a sole author.

If questions arise about the student’s contributions to the scholarly paper, the Doctoral Program Chair may request a statement from a mentor or research supervisor to clarify the student’s role as the sole author.

D. Evaluation Standards and Process

There are two review processes to fulfill the written comprehensive examination requirement – Internal or External review. Students may wish to simultaneously submit a manuscript for internal and external review. Approval from either process will be accepted as evidence of passing the written exam. However, on the submission form submitted to the Doctoral Program Chair, the student must indicate which process they will follow for satisfaction of the requirement (see Appendix I).

E. Procedures and Deadlines

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 Program 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.

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 Doctoral Program Chair.

The written comprehensive examination must be completed before the student officially nominates their dissertation committee or submits their dissertation proposal.

Option A: Internal Review Process

There are five review periods for new paper 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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<th>Decision By</th>
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<td>October 21</td>
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<td>2</td>
<td>November 15</td>
<td>December 21</td>
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<td>3</td>
<td>January 15</td>
<td>February 21</td>
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<tr>
<td>4</td>
<td>March 15</td>
<td>April 21</td>
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<tr>
<td>5</td>
<td>May 15</td>
<td>June 21</td>
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Reviewers

Two faculty members from inside the social welfare department will review each paper. 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 5-week time frame.

Submission and Assessment

The student author submits their publishable paper electronically via the Publishable Paper Student Submission Form. See the review schedule above for submission deadlines. The Doctoral Program Chair 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 Appendix J). 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 Doctoral Program Chair. 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 first standard above, the requirement is fulfilled and the Doctoral Program Chair informs the student. Reviewers’ comments about the paper will be forwarded to the student.

If two reviewers agree that the paper needs minor revisions, the Doctoral Program 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 Doctoral Program 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 Doctoral Program 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 Doctoral Program 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 faculty advisor to determine the student’s status in the program.

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

Revisions

Revisions can be submitted to the Doctoral Program Chair at any time within six months of the initial decision. After a six-month period, the paper will be considered a new submission. Students should expect their revised manuscript to be assessed within six weeks of re-submission during the academic year. Please note that the time for second reviews in the summer months may take up to twelve weeks.

Revision Cover Letters

When submitting a revised paper, all students must include a detailed cover letter. Addressed to the Doctoral Program Chair, 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 scholarly 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.

Option B: 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 advisor and the Doctoral Committee prior to submission. To obtain this approval, the student should submit the request by e-mail to the Doctoral Program 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 Doctoral Program Chair 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 Doctoral Program Chair, who will then approve the completion of the written comprehensive requirement. Per conventions in scholarly publication, the manuscript may be submitted to only one journal at a time.

Review Time

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

Formation of the Dissertation Committee

After successfully passing the written comprehensive examination, the student begins work on the dissertation proposal. The first step is to select a member of the faculty to serve as chair of the student’s dissertation committee. The student works with the chair of their committee to form the full committee, consisting of a minimum of four faculty members. At least two 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 and the Minimum Standards for Doctoral Committee Constitution 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 student’s doctoral dissertation committee after the student and committee chairperson notify the Doctoral Program Chair of the committee membership. 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 dissertation 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 video conferencing will not be considered or approved unless it is a matter of necessity (financial hardship will not be considered as that is expected to be discussed prior to the appointment of the outside member to a dissertation committee. 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., student’s 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 of Doctoral Committee form can be obtained at the UCLA Graduate Division website. 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.

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 - one member, never the Chair, may be able to participate via videoconferencing upon two-weeks advanced notification to UCLA Graduate Division. 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. 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 3357F).

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 dissertation committee, the oral qualifying examination may be repeated once.

At the oral qualifying examination, the student’s doctoral dissertation 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. Note: The dissertation submission is electronic, the proposal defense and Advancement to Candidacy (ATC) is still hard copy.

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: Graduate Division must approve any deviations to these protocols in advance or the results of the examination may not be valid.

Structure of the Dissertation Proposal

There are two options for the structure of the dissertation: (1) Standard Dissertation; or (2) Multiple Manuscript Dissertation (MMD). The following sections outline the research proposal structure for each of these options.

Standard Dissertation Proposal

The research proposal delineates the specific area of the student’s research. It should state the purpose, scope, methodology, and overall organization of the study in outline form. The proposal should cover the following components.

Format

1. Title

2. Background

This should include a statement of the problem and its background; the purpose of the study (gap or gaps to be filled); the theoretical/conceptual framework that will guide the study; the questions or hypotheses to be tested; the importance of the study; and the definition of any terms that are relevant.

3. Review of the Literature
This should include what is known about the problem, what is not known (gaps), how the problem has been studied (empirical evidence), and what is known about the theoretical perspective/framework that will inform the study, including how this perspective will inform the selection of variables of interest.

4. Research Methods

Research design, participants, instrumentation, data analytic methods, limitations.

5. Additional Sections

Some dissertation committee chairs may also require additional chapters for the standard dissertation proposal, such as a chapter on theory. The student should work closely with their dissertation committee chair and dissertation committee members to ensure that the proposal put forward is in an acceptable format to all members prior to scheduling the proposal defense date.

Multiple Manuscript Dissertation Proposal

The purpose of the multiple manuscript dissertation (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 journals.

Format

Steps 1, 2, and 3 above apply. The Background should include a clear description of how the planned articles will form a cohesive body of work that supports a theme or themes that will be expressed clearly in an introductory chapter; i.e., what aspects of the problem will be addressed in each article, how the body of work will be related, and what journals the student has in mind for submission of the papers. The Literature Review should include a description of what is known and what is not known about the problem of focus, and how each article will advance knowledge regarding gaps in the current evidence. Research Methods should address data, design, analytic strategies, and how these will be either similar or different with respect to each article. See the discussion below regarding the defense of the multiple article dissertation.

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 communicated 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. Students are expected to seek close guidance and mentorship from their dissertation committee chair and other dissertation committee members in the process of writing their dissertation. 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 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.

Advancement to Candidacy (ATC)

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 UCLA Graduate Division Advancement to Candidacy form, obtains the signature of the doctoral dissertation committee chairperson and committee members, and an advancement to candidacy fee is billed to the student. The form is submitted to the Student and Academic Affairs Section, Graduate Division (1255 Murphy Hall).

Human Subjects Review

All research projects involving human subjects (even if they involve analysis of existing records) must be approved by the UCLA Institutional Review Board (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 online at the UCLA Office of Human Research Protection Program website. When in doubt, students should file a request, even if your study may be exempt or approved at another institution.

Completion of Dissertation

The completed dissertation must be given electronic 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 electronic dissertation.

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 advisor of the University Archives. Questions as to preparation of the manuscript should be directed to the theses and dissertation advisor, 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 dissertation committee, the student submits the dissertation electronically and all committee members must approve the dissertation online. Students are not considered to have completed their dissertation until all members have electronically approved the dissertation.

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, 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 online. (Note: These requirements change occasionally and students should contact the Graduate Division during the year they expect to file their dissertations.)

Final Oral Defense of the Dissertation

The student’s dissertation committee typically requires a final oral defense of the dissertation. The dissertation committee makes the decision 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. It is Departmental policy that all students must complete a final oral examination. All members of the committee must attend and vote, one member, never the Chair or Co-Chair, may participate via video conferencing upon 2 weeks written notice to Graduate Division. 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.

Additional Information

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

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 his or her final product at least two weeks in advance of the dissertation defense. 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.

Policy on Remote Presence for Oral Exams

Under special circumstances and only by notification 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 the Graduate Division must individually review these petitions, 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:

1. 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.

2. 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. The only exception to this policy is due to hardship (e.g., health).

3. Required is a statement that the exception is based on hardship involved in making it possible for the committee member to be physically present at the examination and explaining the reasons.

4. 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.

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

6. 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, they must be provided with a copy of the slides in advance of the examination.

7. 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 an approval for participation by video conference is granted, the dissertation committee chair is responsible for signing the name of the member who is participating by video conference on the examination form and countersigning their 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 video conferencing requests must meet all of the criteria and circumstances outlined above or will be returned without consideration. Also, in all instances except where such an exception is approved, all members of doctoral dissertation committees must be physically present during these examinations.

LUSKIN COMMENCEMENT AND THE UNIVERSITY HOODING CEREMONY

Doctoral graduates are encouraged to attend both the University Doctoral Hooding Ceremony and the exercises conducted by Luskin School of Public Affairs. In the LSPA 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 Affairs’ commencement ceremony, doctoral candidates (who may not yet be eligible for the University hooding ceremony) must meet the following requirements:

1. Schedule their dissertation defense by the end of summer quarter
2. Obtain approval from their dissertation committee chair
3. Submit a completed request form by the end of second week, spring quarter, to the Graduate Advisor. The requested form can be obtained from the Graduate Advisor.

Doctoral Hooding Ceremony

In order to be eligible to participate, doctoral students upload their completed dissertation and have all committee members approve 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 their dissertation is signed off by all committee members. For more information, visit the Graduate Division Events Calendar.

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. In the 3rd year and beyond, priority for funding is given to students willing to serve in teaching assistantships for the Department and the undergraduate Public Affairs Major. Students outside their coursework years are expected to be increasingly responsible for their own support, be it from departmental or external teaching, research, grants 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 SR/TA 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; (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 Graduate Division, various programs and departments in the University, and extramural funding sources, including competitive training and dissertation grants.

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.

Departmental Funding eligibility is as follows:

- Research assistants are appointed to the title Graduate Student Researcher (GSR) and are selected on the basis of scholastic achievement and promise as creative scholars. GSRs assist faculty with scholarly research under the direction and supervision of a faculty member.

- Students entering their 3rd year through their 6th year of study are eligible to apply for funding.

- All students must be registered and enrolled in at least 12 units by the 3rd week of Fall quarter to be eligible to apply for Departmental fellowship support.

- Students must apply for Graduate Division fellowship funding to be eligible for Departmental Fellowship consideration (i.e., GRM and/or other Privately Endowed fellowships before ATC or the Dissertation Year Fellowship and/or Privately Endowed Fellowships after ATC).

- Students are strongly encouraged to apply for outside foundation, National Science Foundation (NSF) or National Institutes of Health (NIH) fellowships as well.

- Students outside of their 6th year may apply for SR/TA positions only, as well as Graduate Division fellowships and any external awards for which they are eligible.

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 Doctoral Program Chair 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 online. 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. The Doctoral Program Chair and Graduate Advisor will distribute much of this information 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 $1,000.

All conference funding requests, including those submitted to Graduate Division, should cc Graduate Advisor Tanya Youssephzadeh. See Appendix E for the department’s Conference funding policy as well as a link to the Google Form used to request funding once Graduate Division funds have been depleted. Travel must follow Graduate Division/ UCLA Travel allowable expenses and documentation which are outlined in the Appendix. According to UCLA Travel policy, transportation/lodging combined as a package travel deal cannot be reimbursed, unless the vendor provides a breakdown of all expenses and applicable taxes (such as airfare, airfare tax, room rate per night and room tax per night).

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.

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 Doctoral Program Chair regarding the accompanying 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 graduate research assistantships (GSRs) 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.

GUIDELINES FOR SPECIAL READERS/TEACHING ASSISTANTS

The use of doctoral students as Special Readers/Teaching Assistants (SR/TAs) 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 advisors.

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/TA with 25% appointments are expected to devote approximately 110 (varies based on minimum required for fee remissions) hours per quarter to these endeavors. SR/TA 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.

\[ \text{It is inappropriate for a SR/TA to be given sole or primary responsibility for developing the course syllabus, for selecting the required readings, for teaching the class, or for course grading.} \]

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/TA 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/TA must participate in an orientation session to be held in the department each fall. Students will be compensated for that time.

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

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 SR/TA 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 Doctoral Program Chair and Graduate Advisor ASAP if you anticipate receiving fee support from more than one source).

Childcare reimbursement: Graduate Student SR/TA are eligible to participate in a childcare reimbursement program of up to $600 per quarter for non-school age children (age 5 or under by December 2 of the school year). The application and a fact and FAQ sheet for the Academic Student Employee Child Care Reimbursement Program are available online.

Leaves: Under the current contract, paid leaves for childcare or health related reasons 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 C for examples) must be completed and given to the Doctoral Program 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 Doctoral Program Chair 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 Charles E. Young Research Library. 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 online systems are available at the beginning of each quarter. Students are strongly urged to attend them.

As soon as possible after arrival at UCLA, students should apply for their 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.

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. LSPA 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 Affairs Building, including the offices for PhD students. The lab supports Microsoft Office; Stata, SAS, and SPSS statistical packages; and the GIS suite. LSPA 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 Luskin 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-Online 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

A Doctoral Committee that meets regularly to set policies, make admission decisions, monitor the progress of students and oversee the program governs the doctoral program. The Committee consists of approximately six faculty members and two student representatives. The Doctoral Program Chair serves as the Chair of the Committee.
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. See Appendix B for a description of duties for doctoral student representatives and other ways students can get involved in the doctoral program.

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.

**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 their own way to balance their 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 online searches, listserv membership, email inquiries to foundations
- 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 not related to one’s dissertation)

Students are encouraged to discuss these priorities with their faculty advisor and the Doctoral Program Chair regularly in order to craft an individualized plan.

**A CAVEAT ABOUT THE HANDBOOK**

Students are bound by the requirements that were in place the year they were admitted to the program. If you need to see the policies from your admission year, please see the department Graduate Advisor, Tanya Youssephzadeh. The handbook of the current school year is available on the Luskin website on the “Resources for Students” page.

Although the handbook is an important guide for incoming and current students, the faculty has 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

Appendix A: Useful Websites for Social Welfare PhD Students
*Accurate at the time of publication. URLs are subject to change.*

UCLA Luskin School of Public Affairs
http://luskin.ucla.edu/

UCLA Luskin School of Public Affairs – Resources for Students page
https://luskin.ucla.edu/social-welfare/phd-social-welfare/resources-for-students

UCLA General Catalog
http://www.registrar.ucla.edu/

UCLA General Information
- Bruin Card Information
http://www.bruincard.ucla.edu/
- Information Regarding Registration and Enrollment Procedures
https://sa.ucla.edu/ro/public/soc
- Information Regarding Registration and Enrollment
https://www.registrar.ucla.edu/Registration-Classes/Enrollment-Appointments/Graduate-Student-Enrollment
- Schedule of Classes
https://sa.ucla.edu/ro/public/soc
- Information about Enrollment Passes
https://www.registrar.ucla.edu/Registration-Classes/Enrollment-Appointments/Graduate-Student-Enrollment
- UCLA Residence Requirements
https://www.registrar.ucla.edu/Fees-Residence/Residence-Requirements

UCLA Graduate Division Resources and Forms
- Standards & Procedures for Graduate Study at UCLA, effective November 2018
https://grad.ucla.edu/gasaa/library/spfgs.pdf
- Information Regarding Graduate Studies Policies and Regulations
http://www.gdnet.ucla.edu/
- The Fellowship and Assistantship Office of the Graduate Division Yearly Booklet
- Nomination of Doctoral Committee
https://grad.ucla.edu/academics/forms/#doctoral-forms
https://grad.ucla.edu/academics/doctoral-studies/minimum-standards-for-doctoral-committee-constitution-effective-2016-fall/
- Individual Development Plan (IDP) Best Practices & Tools for Postdocs and Faculty
https://grad.ucla.edu/funding/working-at-ucla/postdocs/individual-development-plan-idp-best-practices-tools-for-postdocs-and-faculty/
https://grad.ucla.edu/life-at-ucla/events/
- Leave of Absence Policy Information
https://grad.ucla.edu/academics/graduate-study/leave-of-absence-request/
- Leave of Absence Request Form
- GSR Guidelines
https://grad.ucla.edu/funding/working-at-ucla/
- The Graduate Advisors Manual
https://grad.ucla.edu/resources-faculty-staff/graduate-advisers-
manual/

- The Academic Student Employee Child Care Reimbursement Program
- The Graduate Division Events Calendar:
  https://grad.ucla.edu/life-at-ucla/events/
- The Academic Student Employee Child Care Reimbursement Program Application
  https://ucnet.universityofcalifornia.edu/forms/pdf/uben-254.pdf

UCLA Institutional Review Board (IRB) forms
http://ohrpp.research.ucla.edu/

UCLA Office of the Human Research Protection Program (OHRPP) Human Subjects Protection Certification (CITI Program training) Information
http://ora.research.ucla.edu/ohrpp/pages/cititraining.aspx

Dissertation and Thesis Resources
- Writing Your Thesis or Dissertation
- Filing Your Thesis or Dissertation
  https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation/

Statistics Consulting
https://idre.ucla.edu/resources/stats

Social Welfare Doctoral Student CCLE Collaboration site (student-run, includes examples of successful applications or proposals, descriptions of some courses, and study materials)
https://ccle.ucla.edu/enrol/index.php?id=777
Appendix B: Student Involvement in the Doctoral Program

There are several ways for doctoral students to get involved with the doctoral program. Examples include:

- Dean’s Committee
  - 2-3 students
  - This committee works with the Dean of the Luskin School and the representatives from the Urban Planning Department to present student-identified needs.

- Professional Development Committee
  - 2 students
  - This committee is in charge of creating and running the professional development workshops and opportunities throughout the year. See “Roles and Responsibilities for the Professional Development Committee” below.

- Doctoral Student Representatives
  - 2 students
  - This committee meets with the Doctoral Program Chair and represents Social Welfare PhD students at all doctoral committee meetings. See “Roles and Responsibilities for Doctoral Student Representatives” below.

- Other opportunities
  - Students may also initiate their own ways of getting involved. For example, last year a student started a “Sunshine Committee,” which sent periodic emails about students’ participation in conferences, awards received, and other positive updates.

Students who served on these committees last year have created the following notes to guide other students who may wish to get involved with the doctoral program in the future.

Roles and Responsibilities for the Professional Development Committee

1. Identify professional development workshop topics
   a. Send out survey monkey to entire listserv asking students about what topics interest them, dates/times that generally work for them, and potential speakers they would be interested in hearing from.
   b. 2-3 workshops a quarter is doable as long as the planning starts early
   c. 3 workshops in the Winter and Spring quarter works out great if you spend the fall quarter planning

2. Plan professional development workshops
   a. Reach out to potential speakers
      i. Depending on how much money the department has for this series you might have to ask professors or faculty that you know personally to volunteer their time. You can also ask individuals from outside the university depending on the topic but it is typically easier for those that work on campus to attend the talks.
      ii. In the past some advanced doctoral students have given talks on their area of expertise as well.
   b. Email the office coordinator to reserve the room, create fliers, and order food for the events
   c. Use Eventbrite and flier to recruit students
   d. You can also recruit students from Urban Planning to attend these events as well but in the past there has been limited interest.

3. Keep the PhD student website updated
   a. If folks want to make updates you can ask the office manager to make adjustments to the website as well as add any new students or pictures that need to be added.
   b. Doctoral reps responsible for scheduling a picture day during the welcome day.
4. Upload resources to the student CCLE collaboration site regarding fellowship applications, conferences, successful IRB applications, etc.
5. Plan meetings with the 1st year students to go over questions that they might have re: picking classes, choosing internships, applying for jobs/funding, oral comps.
6. Plan monthly writing group meetings
   a. Invite the PhD students to participate in the writing group meetings where everyone has the opportunity to discuss their writing, any questions they might have, and get assistance from other students.
   b. Depending on department funding you might be able to get funding for snacks for these meetings.
   c. Depending on size you might need to coordinate with office manager to book a room but the conference room in the PhD offices works as well.
7. Planning ‘get to know faculty’ talks (coordinate with student reps).
8. Keep students updated on upcoming events via e-mail, word of mouth, and the PhD office white board.
9. Attend the department open house (for students interested in applying to the program).
10. Attend the Admitted Students’ Day & Welcome Day.
    a. Reps serve as a guide to new students throughout the day (e.g., help them with their meeting schedules, give them a tour of campus, escort them to dinner, have them sign up for the Luskin computer lab, etc.).
11. Coordinate with the Student Reps and the Dean’s Committee.
12. Coordinate ad hoc events targeting PhD students as needed.
13. Work with the 2nd years to help them organize/host 1st year oral exam preparatory sessions.
    a. Typically, 2nd years offer help preparing for the 1st year oral exam (first year students who participate voluntarily). As reps you may need to step in and help organize one-on-one or group reviews, as well as coordinate with more advanced students based on how many 2nd years there are and how willing they are to do this. Usually 2nd year students are in charge of this so work with them to get them going on this project early in the winter quarter as it takes time. This is a great cohesion building exercise between 1st and 2nd year cohorts.

Roles and Responsibilities for Doctoral Student Representatives

1. Attend doctoral committee meetings:
   a. One of the reps typically takes notes at these meetings. Reps should make sure to give students a chance to give their input BEFORE the meeting happens. Student reps work with the Doctoral Program Chair to place student concerns on the meeting agenda.
2. Represent student concerns at committee meetings and other venues
   a. Keep an open dialogue both with students and Doctoral Program Chair. You are the representatives for ALL of doctoral students.
   b. Help facilitate departmental solutions to problems or concerns voiced by the student body.
3. Meet with Doctoral Program Chair before school starts and typically at least once a quarter.
   a. It is best to meet at least once before the academic year to discuss your expectations and expectations from the Doctoral Program Chair.
4. Work with Doctoral Program Chair to plan town hall meeting(s)
5. Coordinate the Buddy System Program for incoming first year students and second year students.
   a. Reach out to current students before the academic year to get a feel for who can volunteer. There is a detailed draft of an email that we used as an example below.
   b. Generally, serve as a resource for information or help to first and second year students.
6. Plan social events
   a. Welcome events, happy hours, an annual holiday event (typically hosted by a faculty member at their home), fun social events (e.g., hiking, Dodgers game, plays/theater,
etc.). Try for one a quarter – it helps to have cohorts get to know one another, facilitate cohesion among doctoral students, and promotes networking.

b. PhD gatherings/networking events (e.g., First Wednesdays)

7. Planning ‘get to know faculty’ talks (coordinate with the professional development liaison)
8. Keep students updated on upcoming events via e-mail, word of mouth, and the PhD office white board
9. Attend the department open house (for students interested in applying to the program)
10. Attend the Admitted Students’ day & Welcome Day.
   a. Reps serve as a guide to new students throughout the day (e.g., help them with their meeting schedules, give them a tour of campus, escort them to dinner, have them sign up for the Luskin computer lab, etc.).
11. Coordinate with the Professional Development Committee and the Dean’s Committee
12. Coordinate ad hoc events targeting PhD students as needed
13. Set up a time with Les Dunseith (ldunseith@luskin.ucla.edu), the Luskin photographer, during the Welcome Day for the incoming class to a) get or schedule headshots to be taken for the website, and b) sign the consent form if they want their headshot to be posted. The doc reps should also put out the call for bios from students to put on the website.
14. Collect suggestions for modifications to the doctoral handbook to present to the Doctoral Program Committee
15. Work with the 2nd years to help them organize/host 1st year oral exam preparatory sessions
   a. Typically, 2nd years offer help preparing for the 1st year oral exam (first year students who participate voluntarily). As reps you may need to step in and help organize one-on-one or group reviews, as well as coordinate with more advanced students based on how many 2nd years there are and how willing they are to do this. Usually 2nd year students are in charge of this so work with them to get them going on this project early in the winter quarter as it takes time. This is a great cohesion building exercise between 1st and 2nd year cohorts.

Other Notes About Doctoral Student Representatives

One way to get attendance up at events is to let students know well in advance of events. This means writing it on the whiteboard wall in the PhD offices, sending out an initial email as soon as you know the date and then reminder emails two weeks out, one week out, the day before, the day of, that sort of thing. While it feels like a lot, the more students talk amongst themselves and get reminders, typically the higher the attendance. Also, having one kind of point person per cohort can be very helpful. That way you can send more targeted emails.

When doing an off-campus networking event (e.g., First Wednesdays) one of the reps will have to put the total bill on a personal credit card. Make sure to have a sign in sheet at the event and take a photo of the bill after you sign it. After you will need to submit that bill to Tanya or someone in the third-floor business office with the original sign in sheet and bill (keep the photo of the bill for your own records/in case anything gets misplaced). You will typically be reimbursed in about 3 or 4 weeks. If you aren’t currently working as a TA/Special Reader/GSR and have Bruin Direct Deposit set up, then you will get a check mailed to you. Talk with Doctoral Program Chair beforehand to get an idea of the budget you can work with so everyone is on the same page about expectations.

One other thing that past doctoral student representatives had was a shared Dropbox folder where we would keep the doc student rep stuff all together. Past reps have kept a detailed spreadsheet of buddies, RSVPs for events, etc.
Appendix C: Academic Student Employee Description of Duties

The job duties for the Academic Student Employee (ASE) are likely to include:
- Attend Lectures
- Instruct section(s)/lab(s)
- Prepare for sections
- Hold office hours
- Respond to student emails/participate in online forum
- Attend meetings with faculty member/other TAs
- Read and evaluate papers, assignments, quizzes, and/or exams
- Proctor exams
- Provide individual and/or group tutoring
- Maintain/submit student records (e.g. grades)
- Perform other tasks as assigned.

Each week TAs will be required to attend one of the two large classes (approx. two hours) in addition to their assigned discussion section (approx. one hour) and office hours for individual and group meetings with students (approx. one hour). Students should anticipate spending the remaining time each week (approx. six hours) helping the instructor prepare materials for large classes, preparing materials for discussion sections, grading assignments, corresponding with students and the instructor via CCLE and email, etc. During finals week TAs should anticipate spending approximately ten hours grading students’ final examinations and posting those grades to CCLE.

A Teaching Assistant with a 25% appointment shall not be assigned a workload of more than 110 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. A Teaching Assistant with a 50% appointment shall not be assigned a workload of more than 220 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 on any one day.
Appendix D: Resources and Tips for Recording and Transcribing Qualitative Research Interviews

Qualitative transcription is a valuable part of the research process; it gives the investigator an opportunity to closely review participant data.

If you would like UCLA students to assist in transcribing your files, you must first ensure they have completed Human Subjects Protection Certification via CITI. They should complete all modules in the following courses:

- Human Research – Social & Behavioral Researchers & Staff
- Social and Behavioral Responsible Conduct of Research OPTIONAL

Then, you must add them to your project’s Institutional Review Board (IRB) as a minor amendment. These usually take a few days to process.

- In Section 1.1a, item 2.0, add the student to the “Other Personnel” section. Fill in their full name, position, and institute. Then describe their tasks and involvement in the project (in this case, transcribing interviews).
- Upload the student’s CITI certificates to section 24.

The department recommends Otter Voice Notes, an auto transcription software, which offers up to 600 minutes of free auto transcription per month and is available for use on a desktop computer or via their mobile app. Otter can process .mp3 or .wav audio files, export your transcript in several formats, add timestamps, and generally does a good job doing a first pass at your audio file provided you have ensured the best possible audio recording conditions when conducting your interviews. To that end, see below for resources on campus and tips for recording high-quality interviews.

CLICC & Studio 22:
- Studio 22 is located in the UCLA On-Campus Housing community, known informally as “The Hill,” in Rooms 343 and 344 in De Neve Plaza Commons.
- In order to borrow the Music Production kit, it is required to first complete the training and quiz here and show your BruinCard. The Music Production kit consists of:
  - Focusrite Scarlett Solo USB Audio Interface (with USB cable)
  - Rode NTI or NTI-A Condenser Microphone with mount
  - M-Audio Oxygen 25 USB MIDI Keyboard Controller (with USB cable)
  - Livewire XLR Cable
  - ProLine Desktop Tripod Microphone Stand

UCLA Music Library & Studio A:
- The UCLA Music Library is located at the Schoenberg Music Building and has the following kits available for use in Studio A or for rent at this link:
  - Chauvet DJ Light
  - Focusrite Scarlett 2i4
  - Zoom H1n Handy Recorder (2)
  - Zoom H6 Handy Recorder
  - Hamilton Music Stand (2)
  - iLoud Speaker
  - JBL Charge 3
  - Zoom Q2n Handy Video Recorder (2)
  - ROLI Controller
  - Røde Smartphone Lav (2) (this may be especially useful)
- Røde Stereo Mic Pair
- Sennheiser HD650 Headphones
- Yamaha Stagepas
- Traktor DJ Controller
- Xenvo Smartphone Lens (2)
- Zhiyun Smooth Q Gimbal

- Music Library Policies:
  - Students can make a reservation online with their @ucla.edu email address.
  - Students can make multiple reservations within the same week.
  - Students can pick up or check out any time during their reservation.
  - Students must return their kit(s) by the due date selected.

Interview Recording Tips & Programs:
- “Record a Powerful Interview with These 5 Tips” by Rev
- “An Intro to Rev’s Free Voice Recorder App” by Rev
- “9 Voice-Recorder Apps That Won’t Miss a Second” by PC Mag
- “15+ Best Voice Recorder Apps for iPhone” by iPhoneness
- “3 Tips for Recording Research Interviews” by weloty
- “How to Record Interviews in a Noisy Location” by weloty
- “Best Way(s) to Record Telephone Interviews” by weloty
- “Best Voice Recorder for Interviews (Updated 2019)” by weloty

Professional Transcription Services:
- Rev
- temi
- GoTranscript
- Transcribe
- ScriptoSphere
- Transcription Puppy
- weloty
UCLA Social Welfare PhD Conference Travel Funding Request Form

Eligibility to receive funding - please read carefully before submitting this form:

- Students in their first and second year are ineligible for Departmental Conference Travel funding. Students upon entry to the doctoral program are allocated $1000 in travel funding from Graduate Division. These funds must be depleted (based on the criteria below) before Departmental funding can be requested.
- Only one travel award is allowed per student, per year whether you use Graduate Division funding or request Departmental funding.
- Students must be in good standing, enrolled in 12 units, GPA above 3.0 and no pending disciplinary actions.
- The Department allows students presenting papers up to $500 in travel reimbursement.
- Students presenting posters are allowed up to $300 in travel reimbursement.
- Student must be either first or second author on the work being presented.
- Funding requests will be granted on a first come, first served basis.
- Students are eligible for funding through their 6th year in the doctoral program, students in year 7 and beyond are not eligible for Departmental Conference Travel Funds.

Documentation required for requesting funding:

- A copy of letter or email of acceptance of abstract for paper or poster presentation with the following information: name of conference, date of conference, location of conference (attendance without paper/poster presentation does not meet the eligibility requirement). Receipts must be submitted to Tanya Youssephzadeh within 2 weeks of travel to allow for processing.

Allowable expenses (with receipt):

- Registration/membership fees related to the conference.
- Airfare (coach class). Car rental, and Lodging (in a commercial venue) – with itemized charges and form or payment (or zero balance). Must show dates and student’s name.
- Mileage for personal car only - with mileage calculation documentation.
- Gas reimbursement - car rental only. Student listed as driver.
- Bus, Train, Cab, Shuttle, Parking (with receipt).

Unallowable expenses:

- Airfare – Amounts covered by non-cash certificates are not reimbursable. For multi-destination trips, travel to other destinations will be questioned and may be excluded. Baggage fees are allowable if the airline charges for the first checked bag. Charges for additional checked bags are not covered. Travel Insurance is not covered.
- Car rental – travel insurance coverage not reimbursable.
- Lodging - exclude room service, gym fees, movie/video, phone charges. Lodging is not reimbursable if it’s in someone’s home or if the lodging site is within a 40-mile radius of the traveler’s residence or office. No AirB&B (or similar).
- Mileage – gas not reimbursable. Amount claimed cannot exceed the cost of airfare to the travel destination.
- Optional banquet/networking events.
- Meals are NOT covered by these funds.
- Material expense: printing, post, computer application, etc.

If approved, reimbursement request will need to be submitted within 30 days of the travel/conference. Original receipts will need to be submitted to Tanya Youssephzadeh within 2 weeks of travel to allow for processing.
Email address *

Valid email address

This form is collecting email addresses. Change settings

Date of Request *

Month, day, year

Full Name of Student *

Short answer text

Conference Name *

Short answer text

Dates of Proposed Travel *

Short answer text

Amount Requested (max $500) *

Short answer text

I will be presenting an approved (check all that apply): *

☐ Poster ($300 max)

☐ Paper ($500 max)

☐ Other...
Are you first or sole author of the above? *

- Yes
- No

Office Use Only: Doctoral Chair Approval

Short answer text:

Office Use Only: Amount Approved

Short answer text:
Appendix F: Outline of Plan for Mentored Research Project Doctoral Program in Social Welfare (to be filled out electronically)

https://docs.google.com/forms/d/e/1FAIpQLSeCcTQI5oFGAxBYeYgoS17F60-3ZGh_pk2wM3YdhDOqDY_q5O-q/viewform

Outline of Plan for Mentored Research Project
Doctoral Program in Social Welfare

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

Email address *

Valid email address

This form is collecting email addresses. Change settings

Your name *

Short answer text

Faculty supervisor's name *

Short answer text

Faculty supervisor's email address *

Short answer text

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?

Long answer text
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).)

Long answer text

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

Long answer text

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

Long answer text

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

Long answer text

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).

Long answer text
Final Report for Mentored Research Project (Students respond here)

This form is due June 1. Please be prepared to attach final product(s) for review.

Email address *
Valid email address
This form is collecting email addresses. Change settings

Faculty mentor email address *
Short answer text

In 1-2 paragraphs, summarize your experience in your mentored research project.
Long answer text

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.
Long answer text

Please describe how this experience will inform your plans for your dissertation research.
Long answer text

If you had to do this project again, what would you do differently?
Long answer text

Please attach final product or set of products for review.
ADD FILE
Final Report for Mentored Research Project
(Faculty Mentors respond here)

Description (optional)

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

Long answer text

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.

Long answer text

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

Long answer text

Attach any documents as needed.

ADD FILE
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:

Email address *

Valid email address

This form is collecting email addresses. Change settings

I. Description of the student's substantive area in social welfare, including A. Illustrative references from the substantive area, and B. Academic work (e.g., papers, courses, research mentorship) the student plans to undertake in this area.

Long answer text

II. Description of the behavioral/social sciences to be studied, including A. Illustrative references from the area, B. Relevance to social welfare, and C. Examples of courses that may be taken in that area

Long answer text

III. Description of the research methods to be studied, including A. Reasons for selection and B. Examples of courses that may be taken.

Long answer text

Upload your study plan here. *

ADD FILE
Appendix I: Publishable Paper Student Submission Form (to be filled out electronically)
https://docs.google.com/forms/d/e/1FAIpQLSdIjfG8yVt9slMpgFxGZ0R8U00OcHgGHaWkdaBrQwXlqGaQ/viewform

Publishable Paper Student Submission Form

Review schedule is as follows:
Submit by September 15, Decision by October 21
Submit by November 15, Decision by December 21
Submit by January 15, Decision by February 21
Submit by March 15, Decision by April 21
Submit by May 15, Decision by June 21

Email address *
Valid email address
This form is collecting email addresses. Change settings

First and last name *
Short answer text

Date *
Month, day, year

Title of paper *
Short answer text

Brief statement about the importance of the paper *
Long answer text
Target journal for the paper *
Long answer text

Has the target journal been approved by your faculty advisor? *

- Yes
- No

What type of review? *

- Internal
- External

You will need to fulfill all requirements of the review process for the type of review that you've selected. For example, if you select Internal Review and submit to an outside journal simultaneously, you will still need to satisfy all requirements of the Internal Review process.

Description (optional)

Faculty Advisor *

Short answer text

Suggest name of recommended reviewer #1 *

Short answer text

Suggest name of recommended reviewer #2 *

Short answer text

Upload paper here *

ADD FILE
Appendix J: Publishable Paper Faculty Evaluation Form (to be filled out electronically)
https://docs.google.com/forms/d/e/1FAIpQLSdCbgqSNDiTcgsmhU7UjhQ7 pvXKLYoRiiT3HULM04CRx_bZeg/viewform

Publishable Paper Review (Faculty Evaluation Form)

Faculty Evaluation Form for the Publishable Scholarly Paper Doctoral Program in Social Welfare

Submission deadlines are as follows:

Submit by September 15, Decision by October 21
Submit by November 15, Decision by December 21
Submit by January 15, Decision by February 21
Submit by March 15, Decision by April 21
Submit by May 15, Decision by June 21

Email address *

Valid email address

This form is collecting email addresses. Change settings

Date: *

Short answer text

Name of Student: *

Short answer text

Name of Advisor: *

Short answer text
Name of Faculty Evaluator: *

Short answer text

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.

Description (optional)

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.

Description (optional)

Evaluation: *

☐ Meets the standard of a publishable paper

☐ Needs minor revisions (comments on the manuscript or attached)

☐ Needs major revisions (comments on the manuscript or attached)

Evaluator’s signature:

Short answer text

Please deliver this form to Ian Holloway, Chair, Doctoral Program by e-mail to holloway@luskin.ucla.edu

Description (optional)

Please upload a copy of the written exam

ADD FILE
Annual Progress Report Form

This form outlines the student's achievements during the current year, beginning at the end of year 1. All students should complete this form prior to the dissertation defense. It should be submitted to Dr. Holloway with all the required signatures no later than May 30.

Email address *

Valid email address

This form is collecting email addresses. Change settings

1. Name: *

Short answer text

2. Student Status: *

○ Coursework

○ Candidate

3. Name of Dissertation Chair or Research Mentor: *

Short answer text
4. Primary Research Interest: *

☐ Addictions/Eating Disorders

☐ Aging

☐ Children & Youth

☐ Clinical Interventions & Service Delivery

☐ Communities

☐ Families

☐ Gender & Sexuality

☐ Health

☐ Mental Health

☐ Poverty

☐ Violence & Trauma

☐ Other...

5. In the Past Year, Progress Made on: *

☐ Coursework

☐ Research Practicum

☐ Dissertation Proposal

☐ Teaching Practicum

☐ Final Dissertation
6. Describe specific activities relating to progress noted above: *

Long answer text

7. Did you encounter any major obstacles this academic year? If so, please describe your challenges (i.e. with coursework, research, study design, dissertation progress).

Long answer text

Accomplishments During the Past Year

Description (optional)

8. Awards (Please list full title and date awarded): *

Long answer text

9. Grants/Fellowships (Please list any pending or successful submission): *

Long answer text

10. Presentations (Please provide the full title of your presentation): *

Long answer text

11. Publications (Please provide a full citation and direct electronic link if available).

Long answer text
Other (Please specify): *

Long answer text

Events Attended

Description (optional)

13. National Conferences (Check all that apply) *

☐ SSWR

☐ APM/CSWE

☐ Other...

Goals for the Upcoming Year/Professional Development Plan

Description (optional)

14. Include anticipated publications, participation in workshops/conferences, * as well as future teaching/research and funding pursuits:

Long answer text

15. Are there any concerns or issues that you would like to make the Doctoral Program aware of?

Long answer text

16. FOR CANDIDACY STUDENTS – What progress have you made toward completing your proposal or dissertation? (Please provide a brief narrative that describes your primary accomplishments this past academic year i.e. data collection):

Long answer text
17. Based on your progress, are you on trajectory to successfully defend your proposal or dissertation in the time allotted by the Doctoral Program?

☐ Yes

☐ No

☐ Other...

18. Anticipated Graduation Date: *

Short answer text
4. Primary Research Interest: *

☐ Addictions/Eating Disorders

☐ Aging

☐ Children & Youth

☐ Clinical Interventions & Service Delivery

☐ Communities

☐ Families

☐ Gender & Sexuality

☐ Health

☐ Mental Health

☐ Poverty

☐ Violence & Trauma

☐ Other...

5. In the Past Year, Progress Made on: *

☐ Coursework

☐ Research Practicum

☐ Dissertation Proposal

☐ Teaching Practicum

☐ Final Dissertation
6. Describe specific activities relating to progress noted above: *
Long answer text

7. Did you encounter any major obstacles this academic year? If so, please describe your challenges (i.e. with coursework, research, study design, dissertation progress).
Long answer text

Accomplishments During the Past Year

8. Awards (Please list full title and date awarded): *
Long answer text

9. Grants/Fellowships (Please list any pending or successful submission): *
Long answer text

10. Presentations (Please provide the full title of your presentation): *
Long answer text

11. Publications (Please provide a full citation and direct electronic link if available).
Long answer text