

DOCTORAL PROGRAM IN SOCIAL WELFARE HANDBOOK

2022-2023

DEPARTMENT OF SOCIAL WELFARE
UCLA LUSKIN SCHOOL OF PUBLIC AFFAIRS
UNIVERSITY OF CALIFORNIA, LOS ANGELES
<https://luskin.ucla.edu/social-welfare>

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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.'

Note: Some in-person meetings may be remote during the 2022-23 school year depending on COVID-19 mitigation strategies. The Doctoral Program in Social Welfare will follow guidance from UCLA Graduate Division, the Luskin School leadership and the Los Angeles County Health Department regarding remote vs. in-person instruction.

COVID Mitigation Statement

Students must adhere to the current campus directives related to COVID-19 mitigation, and refusal to do so may result in the student being asked to leave the classroom or referred to Conduct.

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 are expected to enroll in a minimum of 12 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 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 providing knowledge to understand and explain the objects, processes and outcomes of social work intervention. Thus, the specialization

in a substantive area of social welfare must be integrated with an appropriate and specific theoretical and empirical body of knowledge derived from the social and behavioral sciences. Examples of social and behavioral science areas include 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)**¹. These courses, cross-listed with the Urban Planning department, 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.

¹ In UP SW249A is UP208A, SW249B is UP229, SW249C is UP208B

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. Crosslisted with the Urban Planning department.

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).

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 2022-2023

First Year Required Enrollment

<i>Quarter</i>	<i>Course</i>
<i>Fall</i>	SW 229A
	SW 249A (cross listed with Urban Planning)
	SW 284A (enroll with faculty advisor)
	EDUC 230A (PTE number will be provided)
<i>Winter</i>	SW 229B
	SW 249C (cross listed with Urban Planning)
	SW 284B
	EDUC 230B (PTE number will be provided)
<i>Spring</i>	SW 229C
	SW 249B (cross listed with Urban Planning)
	SW 284C

EDUC
230C
(available
upon
request)

Deadlines at a Glance

Milestone	Year	Due Date (Form)
File Individualized Development Plan	1st	May 30
File Annual Progress Report	All	May 30 (Appendix K)
Oral Comprehensive Exam	1st	Scheduled during spring quarter, takes place in summer (June)
Study Plan	2nd	December 1 st (Appendix H)
File Mentored Research Project Plan	2nd	October 15 th (Appendix F)
File Final Report for Mentored Research Project	2nd	June 1 st (Appendix G)
Submit Written Exam (Publishable Paper)	2nd	First submission deadline in year 2: September 15 th Final submission deadline in year 3: November 15 th (Appendix I)
Submit Dissertation Proposal and Advancement to Candidacy Form	3rd and above	Depends on individual student progress
Defend Dissertation Proposal	3rd and above	Depends on individual student progress
File Dissertation	3rd and above	Depends on individual student progress

THE COMBINED MSW/PhD PROGRAM

First Year Combined MSW/PhD Courses

<i>Social Work Practice Methods</i>	Fall Quarter	Winter Quarter	Spring Quarter	<i>Summer Quarter</i>
<i>Generalist Practice</i>	SW210A (4 units)	SW210B (4 units)	SW210C (4 units)	
<i>Theories of Human Behavior & Social</i>	211A (4 units) Optional: SW 202A*	SW211B (4 units)		

<i>Systems</i>	Adult Psychopathology (4 units) <i>*Required for stipend and credential programs</i>			
<i>Social Welfare Policy and Leadership</i>	SW214A (4 units)			
<i>Social Welfare Research Methods & Statistics</i>		213A - Waived (SW 249A will substitute in second year)	213B - Waived (Statistics will substitute in second year)	
<i>Field Practicum in Social Work</i>	SW401A (3 units)	SW401B (3 units)	SW401C (3 units)	<i>Second Year Field Practicum (402 ABC)</i>
<i>Area of Concentration</i>			Choose area of concentration core course: SW 232, SW 242 or SW 252 (4 units)	
<i>TOTAL UNITS</i>	15-19 units	11 units	11 units	<i>12 units</i>

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]

<i>MSW</i>	Required Courses	PhD Courses Fulfilling MSW Requirements
<i>Generalist Practice</i>	SW 210A-B-C (3 courses)	N/A
<i>Theory</i>	SW211A-B and SW212 (3 courses)	N/A
<i>Leadership and Policy Research</i>	SW214A (1 course)	N/A
	SW213A-B (2 courses)	SW249A and 1 quarter of statistics will substitute (Taken in year 2 of MSW/year 1 PhD)
<i>Field</i>	401A-B-C (3 courses)	N/A

Year 2 Course Plan by Area of Concentration

[Student receives the MSW degree upon completion of the appropriate 95 course credits for the MSW.]

<i>MSW</i>	Required Courses	Required for MSW/PhD	<i>Social and Economic Justice</i> Substitutions
<i>Practice</i>	2 courses	1 course (241J)	229A
<i>Policy</i>	2 courses	1 course (290L, 290D)	229B
<i>MSW Electives</i>	2 courses	1 course (related to AoC)	229C
<i>Research Capstone</i>	SW260A-B-C	* Completed in year 2	SW284ABC
<i>Field</i>	402A-B-C (3 courses)	Required (summer block)	N/A

Child and Family Well-Being

<i>MSW</i>	Required Courses	Required for MSW/PhD	Substitutions
<i>Practice</i>	1 required	1 course (231A, 231S, or 231N)	N/A
<i>Policy</i>	1 required	1 course (290N or 290J)	N/A
<i>Theory</i>	1 required (202B)	Fulfilled by PhD program	229A
<i>Outside AoC</i>	1 required	Fulfilled by PhD program	229B
<i>MSW Electives</i>	2 required	1 course (related to AoC)	229C
<i>Research Capstone</i>	SW260ABC	* Completed in year 2	SW284ABC
<i>Field</i>	402ABC (3 courses)	Required (summer block)	N/A

Health and Mental Health Across the Lifespan

<i>MSW</i>	Required Courses	Required for MSW/PhD	Substitutions
<i>Practice</i>	2 required	1 course (231K or 231M)	229A
<i>Policy</i>	2 required	1 course (290K or 290M)	229B
<i>MSW Electives</i>	2 required	1 course (related to AoC)	229C
<i>Research Capstone</i>	SW260ABC	² Completed in year 2	SW284ABC
<i>Field</i>	402ABC (3 courses)	Required (summer block)	N/A

² *** Note: Capstone project is required for MSW, will be combined with the Research Mentorship (SOC WLF 284ABC) in year 2 of MSW/Year 1 of PhD program.**

REGISTRATION AND ENROLLMENT

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. For additional information on enrollment and coursework in your second year and beyond, please see the [enrollment tip sheet](#).

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 time frame 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:

<i>Grade</i>	<i>Description</i>
<i>A</i>	Superior achievement
<i>B</i>	Satisfactorily demonstrated potential for professional achievement in the field of study
<i>C</i>	Passed the course but did not do work indicative of potential for professional achievement in the field of study; Graduate Division does not recognize a C- for degree credit and requires re-enrollment in the course.
<i>F</i>	Fail
<i>I</i>	Incomplete
<i>IP</i>	In Progress
<i>DR</i>	Deferred Report
<i>S</i>	Satisfactory
<i>U</i>	Unsatisfactory

*The passing grades A, B, and C may be modified by plus (+) or minus (-) suffixes.

Courses in which a student receives an S grade are counted in satisfaction of degree requirements, but courses in which an S, U, DR, I or IP has been awarded are disregarded in determining a student's grade point average.

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

All core doctoral courses (**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 they choose 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 their 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.

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. The first deadline for submitting a draft is September 15th of the 2nd year and the final submission deadline is November 15th of the following year. 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 September 15th of the third year of study and submitted to the Doctoral Program Chair. For example, for a student admitted in the fall of 2021, the fall of 2022 is the start of their second year and their first opportunity to submit would be September 15th of their second year. The fall of 2023 is the start of their 3rd year and their written comprehensive exam is due by November 15th of their third year. Based on the submission schedule below, students have 7 opportunities to submit their written comprehensive exam. It is important to note that most students actually submit toward the end of the second year (March or May) or in September or November of their third year.

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:

<i>Review Period</i>	Submit By	Decision By
<i>1</i>	September 15	October 21
<i>2</i>	November 15	December 21
<i>3</i>	January 15	February 21
<i>4</i>	March 15	April 21
<i>5</i>	May 15	June 21

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 three months of the initial decision**. After a three-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.

DISSERTATION

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

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 approximately one week, 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 via the [Doctoral Committee Reconstitution Form](#).

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 approved 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 consult with the Graduate Advisor and confirm preparation of the official oral qualifying exam form. Circulation of the oral exam record will take place electronically post exam.

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.

The results of the oral qualifying examination are immediately reported via electronic circulation to the Graduate Division, with signatures of all committee members. The dissertation proposal and defense are now both electronic.

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 who are in good standing (GPA above 3.0) are advanced to candidacy when they pass their oral qualifying exam and complete all the program requirements except the dissertation. Upon passage of the oral qualifying exam, an Advancement to Candidacy fee is billed to the student. All rights and privileges there after are awarded to the student.

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 all members of the student's doctoral committee. Any changes of the student's doctoral committee members must be officially requested from Graduate Division by means of the [Doctoral Committee Reconstitution Form](#). Approval of the dissertation must be unanimous. 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 member of the student's doctoral committee 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 a Doctoral Committee Reconstitution form.

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 their 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 a final oral examination (defense of the dissertation) via video conferencing. Remote participation must be a matter of necessity rather than convenience. The student must petition the committee chair in advance of the examination to allow one member to participate remotely; the committee chair must provide written approval to the student and notify the Graduate Division at least 14 business days before the examination.

The technology required for remote participation must allow for the participant to see/ be seen by and hear/ be heard by all committee members and have access to visual materials simultaneously.

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 funding, including fellowships, fee/tuition awards and teaching assistantships. In the Department of Social Welfare, allocation of financial support is based on departmental service (TA positions), academic performance and promise and financial need. Priority for funding is given to students in their first 4 years of study, when students have heavy course loads and fewer opportunities to engage in work appointments. Students must be willing to work in service to the Social Welfare Department/the Luskin Public Affairs Undergraduate Program to maintain their recruitment contracts and any Departmental funding commitments.

Aid allocations balance several principles, including (1) the need for fairness across all students; (2) encouraging students to seek fellowships and other aid; (3) equity in assigning 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; (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.

Funding 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 in their 2nd year and beyond are expected to be in service to the Department to maintain their recruitment awards by accepting a minimum number of TA positions each year.
- All students must be registered and enrolled in at least 12 units by the 3rd week of each quarter to be eligible to work and receive departmental funding.
- Students are **strongly** encouraged to apply for Graduate Division fellowship funding (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.

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 email. 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. Students are eligible for one emergency loan per academic year.

All conference funding requests, including those submitted to Graduate Division, should CC Student Affairs Officer Ervin Huang 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).

Please review UCLA Travel's guidelines on travel restrictions before booking your accommodations. The California Attorney General's office has updated the [list of states](#) where state funds may NOT be used for travel.

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.

Appendix International students are encouraged to view restrictions on funding opportunities during their time.

HOUSING, PARKING, AND TRANSPORTATION

Students wishing to live in University owned housing should apply ASAP as space is in high demand. Go to <https://housing.ucla.edu> and click on "My Housing" to complete the application. This website has a map of and information for off-campus housing. The Department receives only one housing unit that is rotated between the three Luskin graduate programs. Apply for housing ASAP.

Additional housing resources

Here are some articles on how to find an apartment in Los Angeles. Please keep in my mind that UCLA is located on the westside of Los Angeles. The Luskin School of Public Affairs' address is 337 Charles E. Young Drive East, Los Angeles, CA 90095.

Curbed Los Angeles

[The Los Angeles Renters' Guide](#)

Los Angeles Times

[Looking for Your First Apartment in L.A.? Start Here](#)

PODS Blogs

[L.A. Moving Guide: The Ultimate Guide to Los Angeles Neighborhoods](#)

[L.A. Moving Guide: How to Find an Apartment in Los Angeles](#)

For other online housing links, please see the following:

Apartments.com (Rentals)

<https://www.apartments.com/>

Zillow (Rentals)

https://www.zillow.com/homes/for_rent/

Redfin (Rentals)

<https://www.redfin.com/>

Craigslist Los Angeles

<https://losangeles.craigslist.org/search/apa>

Facebook Market (Property Rentals)

Please login to your individual accounts for access.

Those students looking for UCLA roommates, please see the attached link for potential matches and contact info: <https://docs.google.com/spreadsheets/d/1zCD-CrbH2uqiF2FLtkBfaAt7AgmdBh30exmQQeRSI9c/edit#gid=0>

Please contact Nael Rogers for additional assistance with housing resources. Their email is NaelRogers@luskin.ucla.edu.

Parking

Professional school students will be able to purchase a parking permit via [UCLA Transportation](#). Due to the limited number of parking allotments available, permits will be dispersed first-come first-serve. Students are encouraged to carpool or take public transportation if possible. Note that parking permits are not effective until the first day of classes. Be prepared to pay for parking (\$14) when you come to orientation or arrange for other transportation. It is nearly impossible to find street parking near campus. We encourage you to obtain a permit or explore other transportation options with the UCLA Parking and Commuter Services Office. Please contact UCLA Transportation with any questions at (310) 794-7433 or via email at pcoordinate@ts.ucla.edu.

PLEASE NOTE: Depending on how often you plan to drive and park on campus, you may

find that it is cheaper to use the pay-by-space parking (\$14 a day) than to buy a permit.

Transportation Options to UCLA

Here is a [guide](#) from UCLA's Transportation department on how to commute to UCLA. [Public transportation](#) is frequently used by students given its affordability. Use the Transportation office's [Trip Planner](#) to find the best route and to map out your commute. You can also use this tool to find a [carpool](#) with other UCLA community members. Please note that carpooling might not be the most flexible.

EMPLOYMENT OPPORTUNITIES

It is the University's policy that no student can work more than 50 percent time during the academic year. Students awarded Graduate Division Fellowships may not work over 25% time without an approved exception request without having their fellowship award compromised. Cota Robles Fellows and those receiving the GRM may not work at all in the Fall quarter without an approved exception request. Students receiving fellowships should check with the Director of Student Services regarding the accompanying policy on employment. Students needing to work more than 50%, who are in good standing and who are making timely degree progress may request an authorization to work more than 50%. These requests should be directed to the Director of Student Services who will prepare the request and begin the approval process.

It should be noted that both GSR and TA positions carry fee remissions. Students combining GSR positions with TA work should consult with their PI to ensure that the grant is able to cover the GSR portion of fee remission.

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 email 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.

GUIDANCE FOR INTERNATIONAL STUDENTS

International students face unique challenges while participating in a Doctoral program. **International Luskin** is a new group created to improve international students' academic and social experiences across all programs at Luskin School of Public Affairs. Please email internationalluskin@gmail.com for more information about the group during the 2022-23 school year.

Funding

Selected scholarships, fellowships, and research grants that do not require U.S. citizenship are found below. To search opportunities by international limitations, please use the [UCLA Graduate Center database](#).

Grants:	Fellowships/Scholarships:
Dissertation Grants: The American Educational Research Association (AERA) Investigator Award and Innovative Research Grant: Arthritis Foundation Fellowship & Grant Opportunities: John F. Kennedy Library Foundation Franklin Research Grants: American Philosophical Society (APS) Grants-in-Aid of Research Program: Sigma Xi AAA Northeast Asia Council (NEAC) Korean Studies Grants Fellowship Grant for Alternatives to Animal Research in Women's Health and Sex Differences Craft Research Fund Graduate Grant Getty Library Research Grants Small Grants for Doctoral Research in Second or Foreign Language Assessment: TOEFL Grants-in-Aid for Research at the Rockefeller Archive Center Awards: K Patricia Cross Future Leaders Award NIH Director's Early Independence Award Program Smithsonian Native American Awards Program (<i>for visiting students</i>) Mariam K. Chamberlain Dissertation Award: International Center for Research on Women	Postdoctoral Fellowships In the Humanities, Arts, Sciences, and Professions Career Development Program: Leukemia and Lymphoma Society (LLS) LSRF Fellowship (<i>Eligibility: lab work</i>) Fellowships at the Wilson Center Academy Scholars Program: Harvard Academy for International and Area Studies Fellowship Competition: Andrew W. Mellon Foundation Scoville Fellowship Society Fellowships: Society for the Humanities (SCH) Los Alamos National Laboratory, Oppenheimer Postdoctoral Fellowships Getty Postdoctoral Fellowships (Residential) Lawrence Postdoctoral Fellowship Residential Fellowships: The National Humanities Center CRI Irvington Postdoctoral Fellowships UCLA Institute of Transportation Studies Dissertation Fellowship Spencer Dissertation Fellowship Program Fellowship Program for Scientists, Engineers, and Mathematicians World Politics and Statecraft Fellowship BPI Polikoff-Gautreaux Fellowship Howard Hughes Medical Institute Gilliam Fellowships for Advanced Study: EXROP George C Marshall/ Baruch Fellowships Hench Post-Dissertation Fellowships: American Antiquarian Society (AAS) Woodrow Wilson Dissertation Fellowship in Women's Studies

Grants:	Fellowships/Scholarships:
	Elings Prize Postdoctoral Fellowship Women's Fellowship Program

Employment

International students should check employment and teaching restrictions based on visa status, citizenship, and the presence of a U.S. bank account. For information on employment for J-1 scholars and other questions, please visit the [UCLA Dashew Center for International Students and Scholarships website \(DCISS\)](#). For F-1 and J-1 students, the following guidelines apply:

	On-Campus Employment	Academic Training	
		CPT (Curricular Practical Training)	OPT (Post-Completion Optional Practical Training)
F1	Can work on-campus without obtaining employment authorization from DCISS or the U.S. Citizenship and Immigration Services (USCIS) in positions such as teaching assistantships, research assistantships, or student positions in service	Allowed to work in off-campus part-time or full-time academic employment or internships relevant to curriculum. Requirements from Graduate students to qualify here .	Available for employment in the U.S. directly related to their field of study after their degree completion, Variable opportunities, deadlines.
Relevant Links: CPT request form , to be submitted to an F-1 counselor at least 1 week prior to start date, alongside a copy of employment offer. OPT Guidelines , OPT request form , and instructions on requirements .			
J-1	May work on campus (up to 20 hours per week) while school is in session and full time during the quarter/semester breaks and summer vacation. Must be in good academic standing and obtain on-campus work authorization from DCISS (max 1 year)	May have the opportunity to engage in paid or unpaid employment anywhere in the U.S. which is directly related to their major, during or after completion of their studies, provided certain requirements are met. More guidelines on Academic Training found here .	
Relevant Links: On-campus employment request form Social Security Support Letter from DCISS to apply for an SSN. Academic training request form , academic training application submission form			

*On campus jobs may be limited by campus closures and distancing policies

Travel Restrictions

As of July 2021, travel is permissible as long as a traveler adheres to [UCLA travel policy](#) highlighted in the appendix and LACDPH guidelines. The State of California currently bans the use of state funds for travel to the following states: Alabama, Arizona (effective September 28th), Arkansas, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana (effective August 1st), Mississippi, Montana, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah and West Virginia. Stay up to date on quickly-changing travel policy by contacting the embassy/consulate of your home nation in Los Angeles, as well as [verifying CDC recommendations and updates provided by the U.S. Department of State](#). Travel restrictions and requirements will be in flux for the foreseeable future, so please check on the current status before planning any university related travel.

Other:

UCLA's Dashew Center for International Students and Scholars provides guidance on all aspects of life, including unexpected transitional components of coming to live in the United States. [A resource guide on the following topics can be found at the Dashew Center's website:](#)

- Banking and Budget Support
- Driver's License and ID Card
- Housing Advice
- Cell Phones/SIM Cards

GUIDELINES FOR TEACHING ASSISTANTS

The use of doctoral students as Teaching Assistants/Teaching Fellows (TA) benefits both the Department and 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: 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. TAs with 25% appointments are expected to devote approximately 110 (varies based on minimum required for fee remissions) hours per quarter to these endeavors. TAs are expected to be enrolled in Independent Study (SW 375, 2 units) during the quarter they are working to reflect the learning that is expected and the mentoring that the faculty are expected to provide them.

It is inappropriate for a 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 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 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 TAs participate in the campus-wide TA Orientation Conference, held each September, in advance of beginning a TA position. Because all of our doctoral students will hold a 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 new TAs must take the TA introduction class (495), and all hired TAs must attend an orientation session to be held in the Luskin School each fall. Students will be compensated for the orientation.

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

Benefits and Policies: All appointments of 25% for registered students are eligible for 100% tuition remission for the quarter they are teaching along with applicable health benefits (note that there will still be a small balance that the student is responsible for paying). A TA 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 Director of Student Services ASAP if you anticipate receiving fee support from more than one source).

Childcare reimbursement: Graduate Student TAs are eligible to participate in a childcare reimbursement program of up to \$1,100 per quarter for children up to the age of 12. [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 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 TA and an instructor develop that are not resolved, the instructor or 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 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 their file and will be given an opportunity to respond.

ON-CAMPUS LIBRARY AND COMPUTER 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; workshops are posted to the UCLA Library website.**

As soon as possible after arrival at UCLA, students should apply for their official UCLA ID or Bruin Card (which serves as a library card, debit card for on-campus purchases, and access card). BruinCards can be obtained at the BruinCard Center (open Monday, Wednesday, Friday, 10–2); during time of remote learning, students can make a walk-up appointment through the [Message Center](#). The appointment center is 1125 Murphy Hall – 1st floor. Valid Government issued identification must be provided. For more information, visit [the BruinCard website](#).

If available, 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.

VIRTUAL ACADEMIC RESOURCES

For students who are impacted by the COVID-19 pandemic on in-person courses, UCLA IT has compiled many virtual resources to help with the transition to remote learning. General resources for students can be found below and more specific links (such as "[TA's Guide to Virtual Teaching](#)," "[Connecting from Off-Campus](#)," "[UCLA Zoom Help](#)") are

available on the [UCLA Luskin COVID-19 FAQ page](#).

Student Resources:

- [Student remote learning](#)
- [Research Support](#)
- [Textbooks and more](#)
- [UCLA CLICC - Virtual Desktop Systems](#)
- [Bruin Learn Support](#)

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. To directly report experiences of harassment and discrimination, see [Appendix L](#). To submit anonymous comments to the Social Welfare Department, see [Appendix M](#).

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.

MENTAL HEALTH RESOURCES

UCLA's Counseling and Psychological Services (CAPS) supports students' with mental health struggles, substance use, family concerns, and psychiatric medication needs. All registered UCLA students are eligible for their services; visit prices vary according to insurance provider. Due to social distancing restrictions, CAPS is open during regular business hours through telehealth methods; office phones are answered Monday through Friday 8 AM – 4 PM.

24/7 crisis support is also available by phone at 310-825-0768. In addition to therapy and psychiatry appointments, group therapy is available as well. For specific resources regarding [COVID-19 anxieties and concerns](#), visit the [CAPS website](#).

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's Director of Student Services, 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.

APPENDICES

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://catalog.registrar.ucla.edu/>

UCLA General Information

- Bruin Card Information
<http://www.bruincard.ucla.edu/>
- 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>
- 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 October 2020
<https://grad.ucla.edu/gasaa/library/spfsgs.pdf>
- The Fellowship and Assistantship Office of the Graduate Division Yearly Booklet
- <https://grad.ucla.edu/asis/stusup/gradsupport.pdf>
- 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://www.postdoc.ucla.edu/professional-development/individual-development-plan-idp-best-practices-tools-for-postdocs-faculty/>
- Leave of Absence Policy Information
<https://grad.ucla.edu/academics/graduate-study/leave-of-absence-request/>
- Leave of Absence Request Form
<http://www.gdnet.ucla.edu/gasaa/library/loarequest.pdf>
- 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
<https://ucnet.universityofcalifornia.edu/forms/pdf/ase-child-care-reimbursement-program.pdf>
 - 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 Graduate Resources Center
<https://gsrc.ucla.edu/>
- 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
<https://ohrpp.research.ucla.edu/citi-training/>
- Dissertation and Thesis Resources
 - Writing Your Thesis or Dissertation
<https://gwc.gsrc.ucla.edu/Resources/Proposing-Writing-and-Filing-Your-Thesis-and-Dissertation#proposal>
 - Filing Your Thesis or Dissertation
<https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation/>
- Statistics Consulting
<https://stats.oarc.ucla.edu/ucla/policies/remote/>
- 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 most 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. To update student profiles, please email Ervin Huang at ervin@luskin.ucla.edu with your requested changes.
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. **If in-person meetings can occur on campus:** 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. Depending on department funding you might be able to get funding for snacks for these meetings. 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.
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 email, 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. Collect suggestions for modifications to the doctoral handbook to present to the Doctoral Program Committee
14. 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 NT1 or NT1-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](#)
- [ScriptoSphere](#)
- [Transcription Puppy](#)
- [weloty](#)

Appendix E: Conference Travel Funding Request Form (to be filled out electronically)

https://docs.google.com/forms/d/e/1FAIpQLSc6AU5tI3aNZr0WmDVn7djKM_VtwZH_XyqCgQG4_ZmQhdSuHwQ/viewform

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/1FAIpQLSeCcTQl5oFGAxYgo517F6o-3ZGh_pqk2wM3YdhDOqDY_g50-g/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

Appendix G: Mentored Research Program Final Report (to be filled out electronically)

https://docs.google.com/forms/d/e/1FAIpQLSchxgAY_fcYAtz_X_y-TbXMmXu7tzWGAyGIZ6WX-jr57W-AkQ/viewform

Section 1 of 2



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

Appendix H: Study Plan Outline (to be filled out electronically)

<https://docs.google.com/forms/d/e/1FAIpQLScqTVRDa7fbtMnnTrjxa50Awixds14Yyabye5AZhLQOjN7y7w/viewform>

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/1FAIpQLSd1jfG8yfVt9slMpgFxGZ0R8U00cHgGHaWkdaBdRQwMXlqGaQ/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/1FAIpQLSdCbqgSNDiTCgsmhU7UhjQ7pvXKLYoRiT3HULMO4CRx_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

Appendix K: Annual Progress Report Form (to be filled out electronically)

https://docs.google.com/forms/d/1Sva26ewSfN_1Y0-z-00l6IzCoDRQlHt60YCUiM-T9XA/edit

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

Online form: <https://equity.ucla.edu/about-us/our-teams/civil-rights-office/discrimination-prevention/>

DISCRIMINATION PREVENTION OFFICE
OFFICE OF EQUITY, DIVERSITY AND INCLUSION

COMPLAINT PROCEDURES INFORMATION

The Discrimination Prevention Office (DPO) is a part of the Office of Equity, Diversity and Inclusion, which is housed within the Chancellor's Organization. DPO is a neutral office charged with investigating complaints of discrimination, harassment, and bias. DPO also investigates complaints of retaliation related to such conduct. DPO accepts complaints brought by students, staff and faculty (the Complainant) against faculty members (the Respondent).

For discrimination or related complaints against a student, contact the **Dean of Students' Office at (310) 825-3894**. For complaints against staff, contact the **Staff Diversity & Compliance Office at (310) 794-0691**. For all complaints against students, staff or faculty concerning sexual harassment, sexual assault or gender discrimination (including discrimination based on sex, gender expression, gender identity, or sexual orientation), contact Mohammed Cato, **Title IX Coordinator and Sexual Harassment Prevention Officer, at (310) 206-3417**.

This packet contains information and a complaint form for initiating the complaint process. It is important that your complaint be placed in writing before you meet with a Discrimination Prevention Officer. After submitting your complaint, you will be scheduled for an intake interview to discuss your complaint in more detail.

DPO is a neutral office that does not represent the Complainant or the Respondent. Investigators are not advocates and do not provide support or counseling.

Confidentiality will be protected and honored to the greatest extent possible. DPO may need to disclose some information about the complaint in order to conduct a thorough investigation and to give individuals a fair opportunity to respond to allegations against them. Efforts are made to protect the privacy of all individuals throughout all phases of the complaint process, but complete confidentiality cannot be guaranteed once a complaint is filed or unlawful behavior comes to DPO's attention.

If you have any questions, please contact the **Discrimination Prevention Office at (310) 794-1232 or dpo@equity.ucla.edu**.

* Name:	
Address:	
City:	
Zip Code/Postal Code:	
Home:	
Cell:	
Work:	
Email address:	
Age:	
Race:	
Ethnicity:	

Gender:

I prefer to be contacted at: ☐ Home ☐ Work ☐ Cell ☐ Email

My status is: ☐ Faculty
☐ Student
☐ Staff
☐ Applicant
☐ Other

Title:

School:

School Address:

How did you hear about our office?:

Did you try to resolve this matter informally, such as through mediation, discussing it with a supervisor, Human Resources, Ombuds Office, etc.? If so, whom did you contact and what were the results? Please provide as much information as possible, such as dates of contact, names, titles, and offices of those involved. Use additional sheets if necessary.:

Would you like to try mediation or another form of informal complaint resolution?: ☐ Yes ☐ No

Have you filed a grievance with UCLA relating to this matter?: ☐ Yes ☐ No

Are you a member of the Academic Senate?: ☐ Yes ☐ No ☐ I don't know

Are you a member of a union and/or represented by a collective bargaining unit?: ☐ Yes ☐ No

Name(s) of the person(s) who you believe engaged in discriminatory, harassing, biased and/or retaliatory behavior:

Basis of Complaint:

- ☐ Pregnancy
- ☐ Medical Condition (cancer-related or genetic characteristics)
- ☐ Retaliation (for complaining about discrimination or harassment)
- ☐ Service in the Uniformed Services or Protected Veterans (military or veteran status)
- ☐ Race
- ☐ Color
- ☐ Citizenship
- ☐ National Origin
- ☐ Ancestry
- ☐ Religion
- ☐ Marital Status
- ☐ Age
- ☐ Genetic Information (including family medical history)
- ☐ Disability (physical or mental)

Describe in detail the event(s) on which you base your complaint, including: date(s), place(s), person(s) involved, witness(es), what happened, words used (state whether you are quoting directly or paraphrasing), etc. Be sure to include details to support each category you checked as a basis for your complaint. If it is not obvious, also explain what leads you to believe the conduct was discrimination, harassment, bias or retaliation. Use additional sheets if necessary (please use 12-point or larger font size). Attach any documentary evidence, including email printouts, memoranda, job descriptions, notes, etc.:

What would you like to happen as a result of your complaint?:

Do you have any specific suggestions about how this situation might be improved or prevented in the future?:

I certify that the information I have provided in this complaint form is true to the best of my knowledge. I authorize the release of copies of any documents from my personnel file, or other pertinent documentation, to DPO. I also authorize DPO to contact the person(s) named in this complaint.

I understand that the information I have provided in this complaint may be shared with the respondent.

The State of California Information Practices Act of 1977 requires the University to provide the following information to individuals who are asked to supply personal information:

1. UCLA's Discrimination Prevention Office is requesting the information on this form based on authority granted by the Chancellor.
2. Information provided on this form will be used to investigate complaints.
3. The officials responsible for maintaining the information supplied on this form are the Discrimination Prevention Officers.
4. You are entitled to be informed of the location of this record and the categories of any persons who use the information contained in it. To request such information, contact the Discrimination Prevention Office.
5. You are not required to provide the information requested on this form. However, failure to provide certain information may limit our office's ability to conduct a thorough investigation.
6. Information supplied on this form will be given to government agencies responsible for enforcing civil rights laws if these agencies request such information.
7. Information may be released without prior authorization to comply with University policy and state or federal statutes.

Appendix M: Anonymous Comment Submission Form (Social Welfare Department)

<https://forms.gle/Mk2yrbWtqdLgM5V99>

Social Welfare PhD - Comment Submission Form

This anonymous form will allow social welfare doctoral students to submit comments and questions at any time. Doctoral program staff will immediately be notified when a comment form is submitted.

If you have any comments or questions you'd like to share anonymously with doctoral program staff, please list them here.

Your answer

Submit

Appendix N: Social Welfare Action Plan to Address Anti-Blackness and Racism (7/2020)



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Action Plan to Address Anti-Blackness and Racism July, 2020

The faculty of the Department of Social Welfare, in partnership with social welfare students from the Luskin Black Caucus have constructed a plan, including short and long-range goals to address racism and anti-Blackness within our department and in the larger social work profession. Together, we endorse the following action plan.

Full Document available here: <https://ucla.app.box.com/s/et3k3c9i2dhwn6xh672fjky55afwnicz>