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## **Using this Guide**

This resource guide aims to provide doctoral students (both current and prospective), faculty and administrators with pertinent facts about the Columbia University School of Social Work (CUSSW) Doctoral Program. Although the guide focuses primarily on rules and regulations concerning degree requirements, it also includes an abundance of additional hands-on information about the program.

This guide supplements and assumes knowledge of material in the current Columbia University Graduate School of Arts and Sciences (GSAS) bulletin, particularly with regard to policies that pertain to the university community at large. The goal herein is to concentrate more specifically on the Doctoral Program experience; as such we recommend that all those who work closely with the Doctoral Program read and familiarize themselves with the content of this guide.

Doctoral students and faculty should be aware that, over the past several years, the Doctoral Program underwent a restructuring of both its curriculum and financial support programs for doctoral students. Because of this, several new policies (e.g., elimination of the qualifying paper, R credit policy changes) have been implemented over the years, thus producing slightly varied curriculum requirements for different student cohorts. Students should assume that policies pertaining to basic curriculum requirements (required number of credits, required courses, etc.) remain consistent with the policies for the year in which they entered the program. However, students should also be aware that many general program policies remain the same, or have been elaborated upon further in this year's edition. These policies (for waiving course requirements, deadlines for the degree requirements, leaves of absence, and termination from the program, to name a few) are consistent for all cohorts. Wherever possible, this guide addresses the policies that pertain to the majority of current doctoral students. Please contact the Doctoral Office if you feel that a point needs to be clarified.

In compiling this guide, we acknowledge contributing sources, including the annual Graduate School of Arts & Sciences bulletin, past Doctoral Program manuals, the Columbia University Faculty Handbook, Dr. Karen Staller's essay "Doctoral Education: Looking Past and Present" and Alfred J. Kahn's speech, "Themes for a History: The First Hundred Years of the Columbia University School of Social Work."

The Doctoral Program Chair and the Doctoral office staff are available to clarify the policies and procedures contained herein and to provide related guidance. We note, however, that students are wholly responsible for knowing the program's policies, meeting the program requirements, and adhering to designated deadlines and time limits. We hope that you find the Doctoral Program Resource Guide a helpful document, and wish you all the best for the 2009-10 academic year.

## **Introduction to the Doctoral Program**

Since its inception in 1950, the doctoral program at the Columbia University School of Social Work has been at the forefront in preparing social work leaders to tackle the most challenging problems facing the profession. Doctoral students at Columbia come in asking probing questions about the myriad of challenges and concerns facing vulnerable populations and the social workers who work with them, and they graduate well equipped to take on leadership in finding the answers that will advance the profession into the future.

The Ph.D. program's great strength is in equipping the next generation of scholars, researchers, and teachers in the field of social work and social welfare. The faculty at the Columbia University School of Social Work are consistently recognized as among the most gifted and academically productive cadre of social work scholars in the United States, holding diverse backgrounds, perspectives, and interests.

Doctoral students enjoy opportunities to learn from and conduct research side-by-side with nationally and internationally recognized scholars in their fields—and not only within the School of Social Work, but beyond in the other social and behavioral sciences departments at Columbia as well. This interdisciplinary exposure within the program balances the best of social work’s professional concerns for highly complicated social problems, along with the state-of-the-science disciplinary methods and theory that can help shed light in devising effective responses. And given Columbia’s recognized position, doctoral students enjoy many opportunities to learn and develop collegial relationships with a top-flight, highly diverse cadre of fellow doctoral students who join the program. Only a world-class university like Columbia can put at one’s fingertips such a rich selection of educational resources, research centers, collegial and interdisciplinary opportunities, combined with the unparalleled teeming social laboratory that is New York City.

The Doctoral Program requires approximately two years of course work (three semesters of full-time residency are required) and includes two to three advanced social work method courses at CUSSW, plus courses in other professional schools and graduate divisions of the University. In order to complete the requirements for the Ph.D., doctoral students must pass examinations in a social work method, and a tutorial in a field of practice, and must demonstrate mastery of social and behavioral science knowledge relevant to their field of study. Finally, students must prepare and successfully defend an original, scholarly dissertation that contributes to and advances knowledge in social work.

## **A Historical Look at the School of Social Work and the Doctoral Program**

Social work practice in the U.S. began at the turn of the century with the compassionate concerns of the charity organization movement. Social work education began in 1898 when the New York Charity Organization Society established a summer school for volunteers who wanted to deepen their understanding of the poor people they were dedicated to helping. This was extended to a one-year program in 1904 (and a full two years in 1910) to provide workers with adequate training for managing charitable institutions or advising families about their complex needs.

Originally called the New York School of Philanthropy, the program was renamed the New York School of Social Work in 1917 and the Columbia University School of Social Work in 1963. The School has maintained continuous academic connections with Columbia University, becoming formally affiliated in 1940, and a member of the Columbia University Corporation in 1959.

The School has a distinguished history of leadership in social work practice, social policy, and social work education. The faculty have always included nationally and internationally renowned scholars and educators who have shaped the knowledge base of the profession through their lectures and writings, including the basic texts used today in many schools throughout the world. These individuals have developed many of the models for modern social work education and practice — psychiatric social work, bureaus of child guidance, research programs, required fieldwork, and doctoral programs. Alumni of the school have earned honor and distinction as leaders in public and voluntary organizations worldwide. Many are deans and faculty members of Schools of Social Work, while others are building present and future leadership through achievements in practice, policymaking, and research.

The 1940's and 1950's were a period of rapid change at the School, as a new generation of professors brought major curricular changes and educational advances. As the School launched an agenda to improve and enrich its educational program, it effected major changes in social work and social work education. This was also the era in which doctoral training came to the School. Eveline M. Burns, who joined the faculty in 1946, was designated to spearhead the exploration and negotiation of a Doctor of Social Welfare degree. The social work degree was designed to parallel the Ph.D. requirements of the

Columbia Graduate School of Arts and Sciences and specifics were negotiated with the Executive Committee of that faculty. Permission to develop the program was granted in 1946, implemented in 1950, and the first degree was awarded in 1952 to Alfred J. Kahn.

After a gradual start, the program hit its degree-granting pace in 1959-60 and was soon awarding half of the social work doctorates in the country. Almost 50 years after the degree's inception, it was changed from the D.S.W. to the Ph.D. To date, the Columbia University School of Social Work Doctoral Program has awarded over 600 doctoral degrees in Social Work, and it continues to produce leading scholars and researchers in the field.



## DOCTORAL PROGRAM CURRICULUM

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The doctoral curriculum is designed to enable students to develop and demonstrate the capacity to examine highly complex human problems in depth, arriving at new knowledge and solutions with rigorous and exacting minds. Through concentrated course work and independent study within and beyond the School of Social Work, students achieve a systematic and intellectual grounding in the theory and history of social welfare, extensive training in research methods and statistics, concentration in a social work method specialization, and integrated exposure to social or behavioral science and theory. Successful completion of the Doctoral Program requires approximately two full-time years of course work, plus time for tutorials, research projects, examinations, and dissertation work. Required course work is taken both within the School of Social Work and in other social and behavioral science departments at Columbia University. All students also conduct an intensive individualized research practicum with a faculty supervisor. The typical doctoral program courseload is four courses per semester. Some students, however, have found a five-course semester to be manageable. Depending on a student's courseload, the doctoral program course work can be completed in full after three or four semesters. Overall, the curriculum is characterized by a rigor and scope specifically designed to prepare our doctoral students to be leading authorities in their chosen areas of study.

### **The Social Work Method Concentrations**

Each prospective student applying to the Doctoral Program selects a social work method concentration. There are three concentrations from which to choose:

- ❖ Advanced Practice
- ❖ Social Policy & Policy Analysis
- ❖ Social Policy & Administration

Each method is comprised of a unique sequence of core method courses, therefore the choice of method should be tailored to one's scholarly interests and future career plans.

**Advanced Practice:** This method is advised for students who are preparing for careers as practice researchers, teachers or other leadership tracks and wish to remain involved in practice and

programming. The relationship between research and its application to direct practice is a major theme throughout the advanced practice courses.

The three-course advanced practice sequence includes:

- ❑ The Changing Contexts of Social Work Practice (T8201)
- ❑ Seminar in Advanced Social Work Practice (T8203)
- ❑ The Ecosystems Perspective on Practice (T8202)

The sequence explores a broad range of issues, including the following:

- Contemporary issues in social work practice: theories, current ideological debates, comparison of practice approaches, etc.
- Learning how practitioners think about their practice: patterns of knowledge utilization, uses and limits of outcome research for practitioners, alternative research paradigms.
- Integration of quantitative and qualitative approaches
- Making research more relevant to practitioners, evidence-based practice

**Social Policy & Policy Analysis:** This method is appropriate for students preparing to teach and/or conduct research in the formulation of social policy or policy analysis.

The four course social policy & policy analysis concentration sequence entails:

- ❑ Seminar in U.S. Social Policy (T8404)
- ❑ Microeconomics and Policy Analysis (U8213, U8216)
- ❑ Seminar in Social Policy Analysis (T8407)

Some of the major tenets of the policy concentration include:

- Developing a background in U.S. social policy: development, expenditures, impacts, major sectors, trends and issues, the policy debate, analytical paradigms, major research studies
- Learning about different types of policy analysis and their relation to specific social problems, including cost-benefit analysis, cost effectiveness analysis, and micro-simulation.
- Experience with and debates about the uses of policy analysis in government at different levels and in different fields.

Students who select the social policy and policy analysis concentration must complete a minimum of two courses in microeconomics (listed above) at the School of International and Public Affairs (SIPA). Together, the two semesters may count as 3 credits toward the *research methods* requirement as well as 3 credits toward the *social / behavioral science* course requirement.

**Social Policy & Administration:** This method is recommended for students who, in addition to preparing to teach and/or carry out research in social policy, wish to teach or conduct research on the administration of social programs.

The two courses in this sequence are:

- ❑ Seminar in U.S. Social Policy (T8404)

- ❑ Social Administration (T8403)

In addition to the development of a background in U.S. social policy, the sequence also involves:

- Researching the roles of managers and organizations in the policy implementation process.
- Understanding management tasks in human service organizations.

Students participating in the social policy and administration concentration are not required to take the two-course microeconomics sequence.

## **Overview of the Degree Requirements**

A prototypical student's route to the Ph.D. in Social Work generally requires the completion of between 45 and 48 academic credits. At a minimum, students must complete 30 credits within the Columbia University system, 18 credits of which must be attained within the School of Social Work. This section provides a quick reference and overview of the program curriculum. For the complete descriptions of courses and program policies, please refer to the yearly overviews of the curriculum beginning with The First Year on p. 11.

### **1) Doctoral Proseminar in Social Work Research (0 credits)**

Required of all degree candidates, the proseminar introduces incoming doctoral students to the research process and a range of research studies as well as the faculty conducting them at Columbia. It also provides some ongoing group advisement. This course is taken throughout the first year.

### **2) History and Philosophy of Social Welfare (T8801) (3 credits)**

Required of all degree candidates. Taken in the first semester at CUSSW, this course provides a historical and philosophical perspective on social welfare institutions, concepts, issues and trends.

### **3) 2-3 courses in a social work method (6-9 credits)**

As described above, these courses form the framework of the student's introduction to and mastery of a social work method: Advanced Practice, Social Policy & Policy Analysis, or Social Policy & Administration.

Advanced Practice students take three of these core courses at CUSSW. Social Policy & Policy Analysis students take two courses at CUSSW and Social Policy & Administration students take two of these courses at CUSSW.

### **4) 7 courses in research methodology and statistics (21 credits)**

Students must take three courses in research methods, three courses in statistics, and a seventh course in either area for a minimum total of 21 credits.

To satisfy the research methods requirement, all students (unless granted a course waiver) are required to take the introductory Research Methods in Social Work course (T8502). In subsequent semesters, students may choose to take advanced courses covering various historical, qualitative and quantitative methodologies. Often the advanced courses are taken in other departments of the University. Students who waive out of T8502 must still complete at least 9 credits in the research methods area. Students in the policy concentration may count one of their microeconomics courses toward the research methods requirement.

All statistics courses are taken in other departments of the University. Advanced course topics include measurement, applied regression analysis, structural equation modeling, and advanced analytic topics suitable for diverse research designs and data types. Such courses are available at a number of departments in the University. Students who waive out of introductory level statistics courses are still required to take at least 9 credits in the statistics area. The doctoral office has mapped out possible statistics course sequences available for reference.

### **5) 3 courses in social or behavioral sciences (9 credits)**

These courses may be taken in economics, sociology, psychology, political science, anthropology, social history, organizational theory and geography. In general, students should take *all* of their social or behavioral science courses within the same discipline (with exceptions requiring justification). The choice of social science area should be particularly relevant to each student's dissertation themes and career objectives. Students must declare their chosen social or behavioral science concentration by the end of their first year or beginning of their second year in the program, and have it approved by their advisor.

*Note:* Students in the policy concentration may count one of their microeconomics courses toward this requirement.

### **6) A 360-hour research practicum (not taken for course credit)**

The purpose of the research practicum is to link classroom learning to the dissertation process by providing students with an applied research internship in conjunction with a current faculty research project. The practicum, typically completed during the student's second through fourth semesters, involves 8-12 hours of work per week for 30-45 weeks. The practicum is designed with concrete objectives in mind and may lead to the development of a publishable paper.

### **7) A field of practice tutorial & exam/paper (3 credits)**

Each doctoral student is required to demonstrate expertise in a field of practice related to their substantive interests and career goals. Students complete a field of practice tutorial (course T8003) with a social work faculty member during their third semester. Previous T8003 fields of practice tutorials have included topics such as family and child policy; social work in the workplace; mental health services; family, youth and children's services; social gerontology; comparative social policy and HIV/AIDS. Students receive a letter grade for this course, and may not take it for R credit.

After completing the field of practice tutorial, students take a three-hour written examination in their selected field of practice, usually in their third or fourth semester. As an alternative, their tutorial professor may require a research paper in lieu of the exam. They prepare for the exam or paper by synthesizing knowledge accumulated in their guided readings, tutorials, and practice experience. They must demonstrate a thorough knowledge of the research and scholarly literature in their field and assess the implications of that research for social work practice and policy.

### **8) Comprehensive examinations**

When a student has completed all required course work as well as the field of practice examination, they may sit for the comprehensive examinations. The comprehensive exams, which aim to help students synthesize and integrate their social work methods, social/behavioral science and field of practice courses, are taken in two stages: a written examination and an oral follow-up examination conducted by a faculty panel. While the exams are completed in the 3<sup>rd</sup> year, preparation of components such as the reading list are likely to begin soon after entering the program. See pp. 24-26 for more details.

### **9) The Dissertation**

The successful defense of the dissertation is the final eligibility criterion for the Ph.D. degree.

Dissertation planning begins early in the course of studies, but becomes more focused after the social work method courses and field of practice tutorial have been completed. Students take a Dissertation Seminar course with their peers during the first semester of their third year and receive faculty advisement through the required Dissertation Research Instruction course (T9800, 6 pts.). In this course, faculty guide the degree candidate through the processes of selecting a study topic, developing an approved proposal, implementing the research, and writing the dissertation. Students defend their dissertation proposal and the completed dissertation in front of a five-member interdisciplinary committee. They are evaluated on the basis of their potential for independent scholarship and, optimally, on the contribution of their work to the social work discipline.

The Graduate School of Arts and Sciences permits students a maximum of 7 years to complete all requirements for the Ph.D. However, with timely and proficient progress through the doctoral program's curriculum, most students can finish their degree in 3-5 years.

### **Credit Requirements**

In the process of earning the Ph.D., most doctoral students will accumulate 45 - 48 credits. Nonetheless, students should note the following stipulations when they are planning their academic schedule:

- 1) At least **30 credits** taken toward the Ph.D. must be earned within the Columbia University system.
- 2) **At least 18 of these 30 credits** must be taken within the School of Social Work.

Below is a general course timeline for the doctoral program. While individual schedules may vary (and some course schedules may be subject to change), this is intended to give students an overall picture in order to aid in program planning. Students should meet once per semester with their advisor to consult with them about their own course trajectories; if they have any question, they should consult the doctoral office.

Students should also familiarize themselves with the progress report chart listed on pages 65-66 as this may aid them in their program planning.

**TYPICAL STUDENT SCHEDULE FOR THE DOCTORAL PROGRAM:**

**1<sup>st</sup> SEMESTER - FALL**

*All students:*

Doctoral Proseminar in Social Work Research (T8002)

History and Philosophy of Social Welfare (T8801)

Research Methods in Social Work (T8502)

First Statistics Course

*Advanced Practice students:* The Changing Contexts of Social Work Practice (T8201), First Social / Behavioral Science Course

*Social Policy students:* First Semester Microeconomics

*Social Administration students:* First Social / Behavioral Science Course

**2<sup>nd</sup> SEMESTER - SPRING**

*All students:*

Second Statistics Course

Second Research Methods class

First or Second Social/Behavioral Science Course

Research Practicum (typically initiated this semester)

*Advanced Practice students:* Seminar in Advanced Social Work Practice (T8203)

*Social Policy students:* Seminar in U.S. Social Policy (T8404), Second Semester Microeconomics

*Social Administration students:* Seminar in U.S. Social Policy (T8404), Social Administration (T8403)

**3<sup>rd</sup> SEMESTER - FALL**

*All students:*

Field of Practice Tutorial (T8003)

Third Statistics Course

Third Research Methods Course

Second or Third Social/ Behavioral Science course

Research Practicum (continued throughout second year)

*Advanced Practice students:* The Ecosystems Perspective on Practice (T8202)

**4<sup>th</sup> SEMESTER - SPRING**

Field of Practice Examination

Comprehensive Examination Prep (*approval of reading list*)

Third Social/Behavioral Science Course (unless already completed)

Fourth Research Methods or Statistics Course

Research Practicum (continued throughout second year)

*Social Policy students:* Seminar in Social Policy Analysis (T8407) (offered in the 3<sup>rd</sup> semester in some years)

## **5<sup>th</sup> SEMESTER and BEYOND**

Comprehensive Examinations

Dissertation seminar (T8505)

Students complete the Dissertation Research Instruction course (T9800)

Students prepare and defend their dissertation proposal, file for their Master in Philosophy (M.Phil) degree, conduct further research and write the dissertation in full, and defend and deposit the dissertation.

### **Additional Degree Requirements**

Potentially, students may be asked to fulfill requirements not specified in the above sections. The following examples illustrate some of the scenarios in which students may need to complete additional degree requirements:

- Students who enter the program with credentials other than a Master's degree in Social Work from an accredited U.S. or Canadian School of Social Work may be asked to take additional course work or acquire additional work experience in the field. Such requirements will be specified at initial registration or during program planning.
- The Doctoral Chair and the student's advisor may recommend that a student complete more than the minimum courses in order to better prepare for the comprehensive examinations.
- A dissertation topic may warrant additional requirements. For example, an historical dissertation may require a course on research methods in history and/or substantive courses on the historical period of interest.

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## **THE FIRST YEAR**

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The following sections address the degree requirements in more detail and organize them according to the standard year by year schedule for students in the program.

Please note that some students may complete certain requirements sooner or later than the times mentioned here, and some courses may be offered in semesters other than those indicated in this guide. Consider this a rough guide to the program schedule, and use the online information posted by the registrar to confirm class availability.

The first year in the doctoral program is comprised of courses designed to introduce students to the social work research and scholarship. In the first semester, students take two mandatory courses intended to provide a broad overview of the field. History and Philosophy of Social Welfare in the United States (T8801) details the historical and philosophical underpinnings of the profession, while the Doctoral Proseminar in Social Work Research (T8002) highlights a range of ongoing research studies at Columbia University. Students typically initiate their 360-hour research practicum starting in the second semester. First year students also usually take two courses in research methodology, two courses in statistics, either

one or two social or behavioral science courses, and, depending on the student's method concentration, one or two courses in a social work method.

### **Academic Advisors**

During the summer prior to beginning the program, incoming students are assigned an academic advisor. This individual, a full-time faculty member, serves as a guide during the student's first two years of course work, and is responsible for regular consultation with students concerning their progress in the program. The Chair of the doctoral program is also available to all students for consultation and provides some group advisement. Advisors and students should meet at least once each semester in order to plan the student's academic schedule, discuss possible social / behavioral science and advanced research and statistics courses, and consult about preliminary dissertation topics. Every endeavor is made to match students with a faculty member with similar research interests, however, students are advised that they are also welcome to consult with faculty members in addition to their advisor.

Later in their doctoral candidacy, students will choose a dissertation sponsor (see the Dissertation Sponsors section on p. 28).

### **Classes in the First Year**

First year students are automatically registered for their core courses for the fall semester – History and Philosophy of Social Welfare in the United States (T8801), The Doctoral Proseminar in Social Work Research (T8002), and Research Methods in Social Work (T8502). Students in the Advanced Practice concentration are automatically registered for The Changing Contexts of Social Work Practice (T8201). Students in the Social Policy & Policy Analysis concentration are registered for the first semester of an appropriate microeconomics sequence. The Doctoral Office also assists first-year students in registering for an introductory statistics course within the Columbia University system.

### **First Semester Courses:**

- ❖ Social Work T8801. History and Philosophy of Social Welfare in the United States (*all students*).
- ❖ Social Work T8002. Doctoral Proseminar in Social Work Research (*all students*).
- ❖ Social Work T8502. Research Methods in Social Work (*all students*).
- ❖ First statistics course (*all students*).
- ❖ Social Work T8201. The Changing Contexts in Social Work Practice (*Advanced Practice students*).
- ❖ PUAU6500. Microeconomics and Policy Analysis I (or equivalent) (*Policy students*).
- ❖ First social/behavioral science course (*Administration students*).

### **The Introductory Doctoral Program Courses**

#### **Social Work T8002. Doctoral Proseminar in Social Work Research**

*0 credits.* Required of all degree candidates. The proseminar introduces incoming students to social work research enterprise and the broad range of faculty at the School and their scholarly activities. It also provides some ongoing group advisement.

**Social Work T8801. History and Philosophy of Social Welfare in the United States**

*3 credits.* Required of all degree candidates, this course provides a historical and philosophical perspective on social welfare institutions, concepts, issues and trends. This course is taken in the Fall semester of the first year.

**Social Method Courses for Advanced Practice Students****First Year, Fall Semester :****Social Work T8201. The Changing Contexts of Social Work Practice**

*3 credits.* The first course in the advanced practice concentration. The course explores current issues in social work practice from an ecosystems perspective and within an historical framework. The course also examines different practice models.

**First Year, Spring Semester:****Social Work T8203. Seminar in Advanced Social Work Practice**

*3 points. Prerequisite: T8201.* Required for degree candidates in the advanced practice sequence. This seminar is designed to examine issues in the development and research of knowledge for social work practice.

**Social Method Courses for Social Policy & Policy Analysis/Administration Students****First Year, Spring Semester:****Social Work T8404. Seminar in U.S. Social Policy**

*3 credits.* Required for all students in the social policy and policy analysis / administration concentrations. Assuming some prior background, the seminar begins with a review of current U.S. social policy. The major focus is on selected crosscutting themes (e.g., the social role of government; poverty; privatization; federalism; family roles; race and ethnicity) and topical issues on the public agenda (e.g., welfare reform; homelessness; immigration; long-term care). Specific issues and topics are selected according to students' backgrounds and interests.

**Social Work T8403. Social Administration**

*3 credits.* Required for degree candidates in the administration sequence. An elective for other students. This is a course on basic macro and micro organizational theory and research designed to give students a grounding for their dissertation research. General organizational theory as well as human service organizational theory are covered. Depending on the interests of students in the class, there also are opportunities to explore more specific organizational theory and research to allow students to advance their research interests. Since human services now occur in all three sectors, the course prepares students for interests in the nonprofit, public and for-profit sectors, and for cross-sector activities. This is a reading intensive course that requires students to critically examine diverse organizational phenomena.

**Research Methods and Statistics**

Training in research methodology and statistics is an integral part of social work inquiry. All students are required to demonstrate competence in advanced research methods and statistics through successful

completion of at least seven courses in research methods and statistics (at least three courses in each area).

### **Research Methods Courses Completed in the First Year:**

#### **First Year, Fall Semester**

##### **Social Work T8502. Research Methods in Social Work**

*3 credits.* A review of research methods from the perspective of social work research concerns. Topics include problem formulation, research design, data-gathering techniques, and measurement and data analysis. Selected aspects of these areas are intensively reviewed in terms of social work research.

#### **First Year, Spring Semester**

**An advanced research methods class.** Students choose an advanced research methods course. A number of advanced courses are offered within the School (see below). Students in the policy concentration may choose to count one of their semesters of microeconomics (U8213/U8216) toward the research methods requirement.

### **Statistics Courses Completed in the First Year:**

Statistics course choices are left to the discretion of the student, who should consult with their academic advisor (as well as other faculty they wish to work with) in order to determine which statistics courses offered at Columbia will prove most useful to the student's proposed course of study. Several departments that offer statistics courses relevant to a social work student's doctoral studies include international and public affairs, psychology, public health, statistics and sociology departments. Students may consult their advisor, the doctoral office and/or the doctoral chair in order to select appropriate courses. The doctoral office maintains information on possible courses and course sequences.

### **Advanced research methods and statistics courses (beyond the first year):**

Many research methodologies and advanced analytic approaches are applicable to social work scholarship. Students should select advanced courses appropriate to their social work method as well as their provisional dissertation topic. Advanced research methods courses include historical, qualitative and quantitative methodologies. Examples of advanced statistics courses include measurement, applied regression analysis, structural equation modeling, and advanced analytic topics appropriate for various research designs and data types.

Courses should be selected with the aim of fostering competence in most of the following areas:

**1. Problem formulation:** Conceptualizing research problems, understanding the role of theory, hypothesis generation, and the relationship of problem formulation to research design.

**2. Research design:** Examples include cross-sectional surveys, field and laboratory experiments, longitudinal studies in naturalistic settings, single and multiple case studies in historical, clinical, and organizational research.

**3. Data collection:** Examples include questionnaire construction, structured and unstructured interviewing, observational methods, recruitment and retention of participants, and research with vulnerable populations.

**4. Measurement:** Includes topics such as index construction and scaling, formation of typologies, rating scales, and psychometric properties.

**5. Data analysis:** Procedures include descriptive and inferential (parametric and nonparametric) statistics, software programs for management and analysis of quantitative and qualitative data.

The School of Social Work currently offers the following advanced methods electives\*:

**Social Work T8004.001. Systemic Reviews in Social Work and the Social Sciences: Quantitative & Qualitative Research Syntheses Methods**

*Note: This course will not be offered in 2009-2010.*

*3 credits. Prerequisite: Satisfactory completion of an introductory graduate level research methods and statistics course or their equivalent.*

Introduces students to methods for conducting systematic reviews in social work and the social sciences. Introduction to the seven steps for carrying out systemic reviews. Introduction to major internet sources for carrying out systematic reviews. Critical discussion of published reviews.

**Social Work T8507. Intervention Research Methods**

*3 credits.* Focuses on the science of behavioral intervention research and provides students with the knowledge and skills to design and evaluate such research. Covers research design, theory and its relationship to study aims, methodology, measurement and outcomes, efficacy and effectiveness clinical trials, different types of intervention research, sampling, recruitment, the process of intervention development, the use of process measures to examine intervention implementation, assessing fidelity and adherence, conducting data analysis, and the importance of research ethics.

**Social Work T8509. Qualitative Research Methods I**

*3 credits. Prerequisite: T8502.* First part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research. Different approaches to inquiry and methods of qualitative research are examined, as are ethical issues and analytic strategies. Students are required to conduct a small study in the area of their choosing.

**Social Work T8510. Qualitative Research Methods II**

*3 credits. Prerequisite: T8509 or permission of instructor.* Second part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research. Different approaches to inquiry and methods of qualitative research are examined, as are ethical issues and analytic strategies.

**Social Work T8511. Advanced Methods for Policy Analysis**

*3 credits.* This advanced course focuses on the use of empirical methods in policy analysis. Through a series of directed readings on major policy topics, students learn how policy research methods have been used and what their strengths and limitations are.

\*Please confirm within the Directory of Classes.

### **Note on waiving research methods or statistics course requirements:**

Students who have completed prior graduate research courses may be eligible to waive up to two semesters in either research methods or statistics. It is important to note, however, that when a course is waived it does *not* mean that a student may take less than the minimum total of seven courses in the research methods and statistics areas. It merely means that students are allowed to enroll in more advanced coursework.

The one course that students most often choose to waive, if they have sufficient experience, is T8502: Research Methods in Social Work. If students can provide proof of previous course work equivalent to T8502 (usually previous course syllabi and/or reference from an appropriate professor is required), they may be eligible to waive out of the course.

In order to make a course waiver official, the student must obtain written permission from the instructor of the course being waived. Waiver forms for T8502 may be obtained from the Doctoral Office or downloaded from the Doctoral Program website:  
<http://www.columbia.edu/cu/ssw/phdprogram/students/index.html>.

### **Social / Behavioral Science Courses**

Knowledge of relevant social and behavioral science theories is key to the formulation, conduct, and application of social work research. Since time constraints preclude extensive course work in the social and behavioral sciences (three courses are required over the first two years of the program), supplemental guided readings with appropriate faculty beyond the minimum courses may be essential to preparing for the comprehensive examinations.

Students are not expected to master an entire social / behavioral science field. Rather, they should select a circumscribed area of a single social or behavioral science or integrate aspects of several social / behavioral sciences that are particularly germane to their social work method, substantive area, research goals, and career objectives. Bulletins of other professional schools and departments that offer such courses can be found at <http://www.columbia.edu/cu/bulletin/> or in the Doctoral Program Course Selection Guide available in the doctoral office. Information about the various sections of microeconomics, the course sequence required for policy students, may be found here as well.

Students should consult with their academic advisors upon entering the program in order to determine an appropriate choice of social / behavioral science. All students must declare their chosen social / behavioral science, and have it approved by their advisor, by the beginning of the 3<sup>rd</sup> semester.

Students may choose from the following social/behavioral sciences:

- Anthropology
- Economics
- Geography
- History
- Organizational Theory
- Political Science
- Psychology
- Sociology

Students in the policy concentration may choose to count one semester of their microeconomics courses toward the social / behavioral science requirement.

## **The Research Practicum**

The aim of the research practicum is to link classroom learning to the dissertation process by providing students with a research internship in conjunction with a current faculty research project. Students should complete the practicum before their third year of study. In all cases, students *must* complete the practicum before submitting a dissertation proposal.

### **Matching students and faculty**

Each fall, faculty submit proposals for practicum opportunities to the Doctoral Office, which in turn publicizes the various opportunities. Students either contact faculty on their own or consult with the Doctoral Office to help match their interests and learning goals with a professor's needs. In consultation with the sponsoring faculty member, the student then selects a practicum that best meets his or her learning objectives, normally initiated in the spring semester of the first year.

Once matched, students sign a practicum contract with the supervising professor that specifies the purpose of the research, responsibilities of each party, scheduled hours, and expected outcomes (e.g., a paper submitted for publication, a conference presentation).

### **Hours and nature of work**

Students complete a total of 360 hours, the equivalent of 8-12 hours per week for 30-45 weeks. The practicum should be fully completed within a three semester time span. Students determine specific tasks and learning goals to be accomplished in consultation with their supervisor. Students must monitor and record their own working hours and submit time sheets signed by their faculty supervisors to the Doctoral Office. Once they have completed 360 hours, they must also turn in a research practicum evaluation form, to be filled out and signed by their practicum supervisor. Only when the doctoral office receives the above forms is the research practicum requirement considered fulfilled.

The student is expected to perform the usual tasks of a research assistant, not support staff duties (e.g., Xeroxing, errand running, typing) beyond those needed to meet his or her educational goals.

### **Responsibilities of faculty**

Faculty members willing to supervise a research practicum must submit a brief description of available research projects, learning opportunities their project(s) will provide, and a structured plan for supervision and mentoring. Projects must provide an educational experience that orients students to several phases of research and affords them opportunities to participate in as many of these phases as is feasible. Faculty members must also prepare a brief evaluation of the student's performance vis-à-vis established learning goals and of the structure of the practicum experience. Ideally, they will also provide an opportunity for students to collaborate in making a conference presentation and/or writing a paper for print publication. If necessary, faculty may supervise more than one student at a time.

### **Responsibilities of the student**

1. Fulfill time requirements and perform at a satisfactory level.
2. Keep track of hours worked and tasks performed. Turn timesheets in to Doctoral Office.

3. Turn in written evaluation from practicum advisor to Doctoral Office.
4. Achieve all learning goals, including production of a publishable paper if at all feasible.

### **Credits, grades and termination**

The research practicum does not involve credits, fees, grades, or pay. If a student fails to complete the requisite number of hours or begins to perform at an unsatisfactory level, his or her practicum may be terminated and he or she will not receive credit for fulfilling the requirement. If the student and faculty member conclude that they cannot work together (for reasons other than poor performance) the Doctoral Chair will endeavor to rematch the student.

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## THE SECOND YEAR

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The second year of the Doctoral Program features a continuation of the foundational course work that prepares students to conduct insightful and original social work research. During this year students complete their social work method concentration, and finish their social / behavioral science, research method and statistics course requirements. The year also entails continuation of the 360-hour research practicum. In the Spring semester of the second year, student progress through the program is evaluated via the field of practice and related preparation for the comprehensive examinations.

### **CUSSW Courses That May be Taken in the Second Year**

#### **Social Work T8202. The Ecosystems Perspective on Practice**

*3 credits. Prerequisite: T8201.* Required for Advanced Practice students. The third required course in the advanced practice sequence focuses on exploration of the knowledge bases and research issues for the understanding and supply of 1) the transactions between people and their environment and 2) related practice.

#### **Social Work T8407. Seminar in Social Policy Analysis**

*3 credits.* Required for Social Policy and Policy Analysis candidates. This course is designed to enhance students' ability to conduct social policy analysis by acquainting them with several key analytic tools, e.g., cost-benefit analysis, literature reviews, regression analysis, social experimentation, and micro-simulation analysis.

#### **Social Work T8405. Advanced Seminar in Child and Family Policy** (*elective*)

*3 credits.* This course brings together different social science perspectives (demography, economics, political science, developmental psychology, sociology) to provide a multi-disciplinary perspective on child and family policies, as well as a cross-national perspective. The first half of the semester focuses on the alternative social science perspectives. The second half focuses on specific child and family policy domains, the relevant policy debate, the current major research developments in each policy domain, and the research methods employed. This course may be taken to fulfill the Field of Practice tutorial requirement. It may not be taken for R credit.

#### **Social Work T8506. Inequality, Poverty and Public Society** (*elective*)

*3 credits.* This course will address issues relating to wealth and income inequality in American society, the definition of poverty, the composition of the poverty population, and the causes of poverty. Evidence will be examined regarding trends in inequality, duration of poverty spells, repeat stays on welfare, and the perpetuation of inequality across generations. Several large data sets which contain information on inequality and poverty issues, and which will be made available for class use. Either individually, or in teams, students will formulate research projects and undertake analyses from one or more of the data sets. A written research paper at the end of the semester will be required from each student or team. This course may be taken for either research methods credit.

#### **Social Work T8507. Intervention Research Methods** (*elective*)

*3 credits.* Focuses on the science of behavioral intervention research and provides students with the knowledge and skills to design and evaluate such research. Covers research design, theory and its

relationship to study aims, methodology, measurement and outcomes, efficacy and effectiveness clinical trials, different types of intervention research, sampling, recruitment, the process of intervention development, the use of process measures to examine intervention implementation, assessing fidelity and adherence, conducting data analysis, and the importance of research ethics. This course may be counted toward the research methods requirement.

**Social Work T8509. Qualitative Research Methods I** (*elective*)

*3 credits. Prerequisite: T8502.* First part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research. Different approaches to inquiry and methods of qualitative research are examined, as are ethical issues and analytic strategies. Students are required to conduct a small study in the area of their choosing.

**Social Work T8510. Qualitative Research Methods II** (*elective*)

*3 credits. Prerequisite: T8509 or permission of instructor.* Second part of a two-semester sequence course designed to introduce students to the theory, method, and practice of qualitative research. Different approaches to inquiry and methods of qualitative research are examined, as are ethical issues and analytic strategies.

**Social Work T8511. Advanced Methods for Policy Analysis** (*elective*)

*3 credits.* This advanced course focuses on the use of empirical methods in policy analysis. Through a series of directed readings on major policy topics, students learn how policy research methods have been used and what their strengths and limitations are. This course may be counted toward the research methods requirement.

## **The Field of Practice Examination / Paper**

### **Field of Practice Tutorials**

In addition to the basic course requirements for each of the social work method concentrations, students select a field of practice based on their substantive interests and career goals. Decisions about the field of practice should relate to both the student's social or behavioral science courses and dissertation planning.

Students typically complete a field of practice tutorial with a social work faculty member during their third semester in the program. These doctoral level courses are signified by the course number T8003. Students must receive a letter grade for the course.

In order to take the T8003 tutorial, students should first contact faculty a semester in advance to see if they will offer a tutorial during the upcoming semester, or if they would be willing to work with a student on a newly devised tutorial. After obtaining permission to work with a faculty member on the tutorial, students should contact the doctoral office to ensure that the section number and title is added to the Directory of Classes so that they may register for it just as they would their other coursework.

The tutorial usually requires students to meet with the faculty member on a regular basis during the semester and discuss issues in their chosen field of practice. T8003 involves an extensive reading list that guides the semester's discussions and forms the body of knowledge from which the field of practice examination (created by the tutorial's instructor) is derived. Seminal readings should also be included in the reading list for the comprehensive examinations. Alternatively, the tutorial may be structured such that the student sits in on a Master's level field of practice course supplemented by a tutorial or guided

reading, or takes the advanced seminar in child and family policy (T8405). However the field of practice tutorial is structured, students *must* receive permission directly from the professor who will act as tutorial instructor, since the professor will be required to both write and grade the field of practice exam for the student. *Students considering attending a Master's level field of practice course should consult with the Doctoral Program Chair before approaching the instructor of the course, in order to determine whether the Master's course is the most appropriate venue for their interests, as well as to establish additional requirements necessary to bring the course to par with doctoral level coursework.*

The following tutorial topics have been offered under the T8003 heading in recent years.

- Families, Youth and Children
- Gerontology/Aging
- Women
- Health/Mental Health
- World of Work
- International Social Welfare
- HIV / AIDS
- Alcoholism and Substance Abuse
- Disability
- Poverty and Inequality
- Immigrants and Refugees
- Human Services Organization
- Emerging Fields of Practice

Students who elect to sit in on a Master's level course in order to acquire field of practice knowledge may select from the following regularly offered courses:

**CUSSW Master's Level Courses Available as Tutorial Supplements**

**Social Work T6910. Health, Mental Health, and Disabilities: Issues, Policies, Research and Programs.**

Takes a problem-identification and problem-solving approach to the delivery of social work services in health, mental health, and disabilities, with content about the social policies and organization structures that characterize our current health-care system.

**Social Work T6920. Family, Youth and Children's Services: Issues, Policies, Research and Programs.**

Content includes demographic data on changing family composition and special needs related to ethnicity; the legislative and regulatory framework for service delivery; and implications for research and family policy; and policy.

**Social Work T6925. International Social Welfare and Services to Immigrants and Refugees**

Students will survey the field, including activities of intergovernmental and non-governmental organizations operating cross-nationally and of national governments in their interactions with other governments regarding social policies, programs and practice. Social work practice in international agencies and organizations as well as social work training and practice in other countries will be examined.

**Social Work T6930. Aging: Issues, Policies, Research and Programs**

Provides a general orientation for students who want an exposure to the field and a foundation for those who plan to seek additional competence. Substantive areas covered include demographic profile and trends, theoretical and developmental perspectives, national policies and current trends, family and intergenerational relations, services systems, and professional roles.

**Social Work T6950. Workers and the Workplace: Issues, Policies, Research and Programs**

Reviews assumptions and institutions underlying social work in the workplace and focuses on the needs and help-seeking behavior of workers in order to identify implications for social service practice and design of delivery systems. Examines programs targeted at the labor force, EAPs, and other groups sponsored by unions, industry and community agencies. Particular attention is given to specific problems such as job jeopardy and affirmative action; child care and the working parent; pre-retirement; disability management; and the clinical, service delivery, and policy skills necessary to address these issues in the world of work. A historical and international perspective is introduced.

**Social Work T6960. School-Based and School-Linked Services: Issues, Programs and Policies**

Examines the school as a host setting for the delivery of social work services. Issues and policies that impact the delivery of both educational and social service programs are analyzed from a research-based perspective.

**Social Work T6970. Contemporary Social Issues: Policies, Research and Programs**

Examines the etiology and epidemiology of homelessness, violence and substance abuse; related policy issues, service systems and settings; and the rapid changes occurring in these areas. Students will be provided with a framework for addressing other contemporary problem areas as social work practice evolves.

Please consult the CUSSW Registrar's Office and/or website in order to determine what courses are currently being offered.

**The Examination or Paper**

After completing the tutorial (or equivalent reading or course work), students complete a research paper or sit for a 3-hour written examination in their selected field of practice. The choice of evaluation method is at the discretion of the professor teaching the tutorial. Students typically take the exam or write their research paper during their fourth semester in the program. Students must demonstrate a thorough, critical command of the empirical and theoretical literature in the field, as well as implications that major theories have on social work practice and policy. They prepare for the exam or paper by synthesizing the knowledge accumulated through elective courses, guided readings, tutorials, and/or practice experience.

Students will make arrangements with their instructors for scheduling the examination or setting deadlines for the final paper.

**Criteria for Evaluating the Examination/Paper**

In preparing for the field of practice exam or paper, students should note major standards of competency in the particular field. At minimum, they should understand and be able to critically evaluate:

- 1) The target or focal point of the field (the population group, problem or setting)
- 2) Earlier historical responses to problems in the field
- 3) Relevant legislation and policies in the field
- 4) Descriptions of program models, the delivery system, and administrative auspices (public or private)

- 5) Modes of practice (interventions) and staffing patterns in the field
- 6) Research, evaluation and outcomes from studies in the field
- 7) Current issues, trends and debates in the field

The exam or paper is evaluated by the student's tutorial instructor and/or a relevant advisor on a pass/fail basis.

The field of practice examination/paper must be completed by the end of the Fall semester of the third year. Students must satisfactorily complete the exam or paper before they can proceed on to taking the comprehensive examinations.

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## THE THIRD YEAR AND BEYOND

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Upon entering their third year in the doctoral program, students will have ideally completed:

- all of their **courses** in the social work method, research methods, statistics, and social / behavioral science areas
- the **field of practice examination**
- the **research practicum**

The third year and thereafter have a focus that is more substantially tied toward integrating the knowledge gained through coursework (via the comprehensive exams), and researching and writing the dissertation. Students take the Dissertation Seminar (T8505), six credits of Doctoral Research Instruction (T9800), and ultimately work toward drafting their dissertation proposal. Afterward students work to complete their dissertation research and writing, a process which varies in length for each student, depending on the scope of the study, the sources of the research data, and other circumstances. Doctoral students can realistically expect to complete the program in 4 years, with some students finishing in 3 and others finishing in 5. In all cases, students are required to complete the program within 7 calendar years of when they enter the Doctoral Program. Beginning in the 3rd year, students are required by the Graduate School of Arts and Sciences (GSAS) to fill out a report on academic progress with their sponsors/advisors. The Doctoral Office circulates the report to all students and their sponsors in their 3<sup>rd</sup> year and beyond.

### The Comprehensive Examination

#### Goals

The comprehensive exam aims to help students synthesize, integrate, and critically assess the ideas explored in their social work methods, social/behavioral science, and field of practice courses. Students should demonstrate knowledge of the primary theories, empirical findings, and methods that apply to their areas.

#### Structure

##### *Social/Behavioral Science*

- Students must declare their choice of social/behavioral science by the end of the first year/beginning of the second year. Social/behavioral science declarations must be approved by their advisor, with the doctoral program chair providing ultimate oversight.

##### *The Reading List*

- Students will propose a reading list of at least 30 seminal articles or books relevant to their field of practice, from the perspective of their social/behavioral science theory and their social work method, for review and approval by their Comprehensive Exam (CE) committee. Though there is no set number of required readings that must be included on the list, a guideline is 30 to 50 publications. The committee may add to the list readings it deems important or suggest removal of certain readings

that may not be considered seminal, prior to approval. Students will be expected to become very knowledgeable about the designated readings, from which questions will be drawn. Students should have their individual lists approved by the end of the 2nd year (4th semester). The student and CE committee members will schedule the exam.

#### *The Exam*

- Drawing from the approved list, faculty on the student's CE committee will draft 3-4 questions emphasizing the social science perspective and 3-4 questions emphasizing the method perspective. Questions may be specific to a particular article or book, or may focus on the integration of the student's various areas of knowledge.
- Students will be asked to answer 2 out of 3 or 4 questions from the methods section and 2 out of 3 or 4 questions from the social science section.
- Students will choose to take the exam either as a 7-hour in-school closed-book exam or as a 3-day 30 page (double-spaced) maximum take home exam, plus an oral exam after the CE committee has reviewed the written component. If students select the in-school option, they will answer the methods section within 4 hours in the morning (e.g. 9 am to 1 pm) and the social science section within 3 hours (e.g. 2 to 5 pm) in the afternoon, following a one-hour break. Exams are to be completed only by the student, without substantive or editorial assistance from others.
- Comments to the students need not be provided in the case of satisfactory answers to all questions. In the case of unsatisfactory answers, faculty will indicate areas of deficiency prior to the oral portion of the exam. Feedback should be given to students as quickly as possible after the written exam.
- The oral exams should be scheduled as soon as possible after the written portion, ideally within a couple of weeks. However, if the student and committee are in agreement, a later date may be set.
- The CE committee will designate two of its members to administer the oral exam. During the oral portion of the exam, students will be given the chance to elaborate on answers from the written portion of their exam.
- Students must pass all questions in order to pass the exam. A unanimous committee vote is required to pass the exam.
- In the event of a failed exam, the student will be given the opportunity to retake the comprehensive exam once. The second exam must be taken within 12 months of the first exam. The committee may remain the same or be reconstituted, the reading list will have to be reapproved, and new questions will be asked.

#### *The CE committee*

- Students will be responsible for assembling a 3-person examination committee from the CUSSW faculty. The committee will approve the student's reading list, draft questions, meet as a group to determine whether the student performed satisfactorily on the written portion of the exam, and (a subset of the committee) administer and evaluate the oral portion of the exam. The committee can enlist assistance from outside faculty with specific expertise for any or all stages of the examination process, as deemed necessary. The committee will determine with the student the schedule for the written and oral portions of the exam.

#### **Integration with the Field of Practice (FOP)**

- The structure of the FOP will not change but the CE will now integrate knowledge from the field of practice.
- The student will declare a social science expertise by the end of the first year/beginning of the second year, subject to the approval of their advisor. The social science should be relevant to the field of practice and to the social work method

- The doctoral handbook will list possible fields of practice that cut across the different social work methods and social/behavioral sciences.
- Students should be allowed some flexibility to specialize in more than one social science (e.g. organizational theory). A list of approved social science areas will be listed within the program resource guide.

### **Approved Social/Behavioral Science Concentrations**

- Anthropology
- Economics
- Geography
- History
- Organizational Theory
- Political Science
- Psychology
- Sociology

## **The Dissertation Stages**

The writing and successful defense of the dissertation is the final eligibility requirement for the Ph.D. degree. Students are judged on the basis of their potential for independent scholarship and on the soundness of their work and its contribution to the chosen field of study.

Dissertation planning begins earlier in the course of studies, but becomes more focused after completion of the social work method and research courses and the field of practice tutorial. Additional consultation and guidance is gained from the dissertation seminar, students' advisors, and faculty members within their fields of interest.

### **Dissertation Seminar (T8505)**

The dissertation seminar is taken in the 5<sup>th</sup> semester of the program. It is a working forum that permits students to explore the process of initiating their dissertation research with peers. Students prepare and discuss an outline of their proposed dissertation research, develop an Institutional Review Board protocol for the protection of human research participants, learn practical strategies to manage their dissertation writing, and become familiar with a range of interpersonal, scholarly, and institutional resources that can assist in the dissertation process. While the dissertation seminar is meant to assist students with their individual dissertation work, the seminar also emphasizes the development of collegial relationships and peer review skills.

Students who have successfully defended (or are scheduled to defend) their dissertation proposals by October 1<sup>st</sup> of their 5<sup>th</sup> semester may request to be waived out of the dissertation seminar. In order to be considered for the course waiver, the student and his/her dissertation sponsor must fill out a Dissertation Seminar Waiver Request Form, indicating that the sponsor will work with the student on an individual tutorial basis and that s/he is committed to supporting the student through to his/her dissertation defense, to be approved by the Doctoral Chair. Students may pick up a waiver form from the Doctoral Office. Waiver forms are due by June 15<sup>th</sup> following the student's 4<sup>th</sup> semester. *Students who have requested a waiver should still register for T8505. Any student who has successfully defended his/her dissertation proposal by October 1<sup>st</sup> (5<sup>th</sup> semester) may then drop the Dissertation Seminar at that time.*

### **Doctoral Research Instruction (T9800)**

The Dissertation Research Instruction requirement (T9800) carries a tuition fee that accounts for 6 credits of dissertation advisement. While the student is enrolled in T9800, supervising faculty are expected to guide the student in selecting a study topic, developing an approved proposal, implementing the research, and writing the dissertation. Students maintain library and computer privileges, and supervising faculty are expected to be available for consultation.

Students usually register for T9800 in the 5<sup>th</sup> semester.

### **Continuing Doctoral Registration in Social Work (T0001) / (T0003)**

Once all other program requirements (including T9800) have been fulfilled, students must register for Continuing Doctoral Registration in Social Work (T0001 or T0003)\*. This registration allows students to retain their full-time status and all attendant privileges (library, gym and e-mail access, etc.) while completing their dissertation. When they are no longer taking other courses, students *must* register for

(T0001/T0003) *every semester* until they complete the dissertation defense. Students who fail to do so may be required to pay back registration fees in order to be able to reenter the program, or may have their candidacy in the program terminated. Continuing Doctoral Registration carries with it a fee for each semester it is taken.

\*Beginning in Fall 2005, students under the per-point tuition system (i.e., those who entered the Ph.D. program prior to Fall 2003) register for T0001. Students under the flat fee system (i.e., those who entered Fall 2003 or later) register for T0003.

### **Master of Philosophy (M.Phil.) Degree**

After completing all requirements for the Ph.D. degree (with the exception of the dissertation proposal and dissertation), students are awarded a Master of Philosophy, or M.Phil. degree, in Social Work. Students are normally expected to submit their dissertation proposal within six months after receiving the M.Phil. degree. Students who have fulfilled all of the above requirements should stop by the doctoral office to make application for the M.Phil.

The granting of the M.Phil marks the point at which the Dissertation Office (located in 107 Low Library) first officially begins to oversee the affairs of doctoral students. The Dissertation Office primarily serves to answer student questions concerning the dissertation deposit and defense process. Once the M.Phil. is awarded, a file (known as "the blue folder" due to its trademark color) is created for the student in the Dissertation Office. This file tracks a student's progress from the dissertation proposal phase to the awarding of the Ph.D. degree.

### **Dissertation Sponsors**

Students usually select their dissertation sponsor and committee members while enrolled in the dissertation seminar during the third year, although some may have been identified at an earlier time. They typically choose a faculty member with whom they have already collaborated -- an academic advisor, course instructor, practicum supervisor, or mentor in some other type of research capacity. Though the transition from faculty advisor to dissertation sponsor is not formalized until the dissertation proposal is approved, students are encouraged to discuss their dissertation ideas in depth with their selected sponsor during the third year or earlier.

No faculty member may sponsor a dissertation unless the Doctoral Program has nominated him or her to GSAS and he or she has been approved by GSAS. The following CUSSW faculty members are currently listed as approved dissertation sponsors:

Sheila Akabas	Wen-Jui Han	Victoria Rizzo
Michelle Ballan	André Ivanoff	Steven Schinke
Barbara Berkman	Sheila Kamerman	Craig Schwalbe
Maria Brave Heart	Neeraj Kaushal	Katherine Shear
Denise Burnette	Vicki Lens	Barbara Simon
Fang-pei Chen	Ellen Lukens	Fred Ssewamala
Grace Christ	Michael MacKenzie	Julien Teitler
Nabila El-Bassel	James Mandiberg	Ronald Thompson
Ronald Feldman	Ronald Mincy	Jane Waldfogel
Irwin Garfinkel	Ada Mui	Susan Witte
Vincent Guilamo-Ramos	Edward Mullen	Allen Zweben

Current lists are also maintained on the GSAS website: <http://www.columbia.edu/cu/gsas/diss-sponsors/departments/social-work/faculty-list.html>

Faculty members may sponsor dissertations in their own specialized field of current research as well as in related subjects in which they have adequate command of pertinent literature and/or research methodology.

Students should receive continuous supervision from their dissertation sponsors. Ordinarily, sponsors are expected to read chapters or groups of chapters in progress rather than waiting to review a complete draft of the dissertation. The approved proposal should provide readers with a sense of the whole in order to make the review of drafts of individual chapters valuable. Faculty members should provide written or oral responses on drafts within a reasonable time period. Generally, during the academic year, three weeks to one month should be considered a sufficient timeframe. A full draft of a dissertation should generally be responded to within one to two months of receipt of the material.

While absence from campus during summer months may cause some delay, sponsors should try to continue to provide some supervision. When on leave, sponsors should arrange for continued and regular supervision of doctoral students whose dissertations they are sponsoring. If this is not possible, the sponsor should ensure that during his/her absence the second reader will assume primary responsibility for such supervision during the period in which the sponsor cannot be reached.

*Note regarding Professors of Professional Practice:* Students should note that faculty members holding the position title of "Professor of Professional Practice" are ordinarily not eligible to sponsor dissertations, however an exception can be made by the Doctoral Chair. Students should also note that only *one* Professor of Professional Practice may serve on a dissertation committee.

### **The Dissertation Committee**

A key step in every student's dissertation process is to assemble a dissertation committee. There are five members of the dissertation committee:

the dissertation sponsor }  
the dissertation chair } *School of Social Work faculty*  
a second reader }  
two examiners from outside of the School of Social Work.

Students are generally advised to have tenured faculty sponsor their dissertations. If a non-tenured faculty member is asked to sponsor it is important that the dissertation chair be a tenured faculty member.

The committee evaluates both the student's dissertation proposal and the completed dissertation. There are specific guidelines to follow in forming the committee:

1) Three of the five committee members, including the sponsor, must be members of the "Faculty of the Graduate School of Arts and Sciences", or GFAC. Faculty listed among the GFAC have been nominated by their departments or schools, and their presence on this list indicates that they are actively engaged in mentoring roles with graduate students (as advisors, dissertation sponsors, etc.). The professors listed in the Dissertation Sponsors section above are all GFAC members. For a comprehensive list of GFAC from other schools in the University, please consult the 2009-10 GSAS Bulletin.

2) Three of the five committee members must be School of Social Work faculty. They need not be the same three that are listed GFAC members. The most senior CUSSW faculty member on the committee (outside of the dissertation sponsor) automatically serves as the dissertation Chair, while the third CUSSW faculty member (who is neither the Chair nor the sponsor) is designated as the second reader.

3) Two of the five members must be Columbia University faculty who work outside of the School of Social Work. Occasionally, when the necessary expertise is unavailable among Columbia faculty, one external committee member may be from another university. In order to be eligible to serve on a student's dissertation committee, such examiners must be approved by both the Doctoral Office and the Dissertation Office. To confirm a faculty person's eligibility, students should determine whether the potential committee member has served on previous dissertation committees at Columbia. If so, their curriculum vitae should be in a database at the Dissertation Office. If not, the student must obtain a curriculum vitae from the potential committee member and submit it to the Doctoral Office, who will then contact the Dissertation Officer for review and approval.

4) No more than one Professor of Professional Practice from the School of Social Work may serve on the dissertation committee.

Students should plan ahead in assembling their committees. Many faculty serve on numerous committees, therefore it is to the student's advantage to secure commitments early once the focus of the dissertation is clear. While students are ultimately responsible for forming their committee, the Doctoral Chair and Doctoral Office may assist them if necessary. If for some reason a change in the student's committee must ever be made, it is the student's responsibility to inform both the Doctoral Office and the Dissertation Office as soon as possible.

## **The Dissertation Proposal**

Each student must submit a dissertation proposal (15-20 pages—see pp. 34-35 for more detailed specifications) that details the problem for study, summarizes relevant theoretical and empirical literature, specifies the expected contribution of their study, and provides detailed study methodology and data analysis plans.

The proposal *must* be approved within **one year** of completing the comprehensive examinations, and the dissertation must be defended within **three years** after the approval of the proposal. Students should be familiar with the following program policies concerning dissertation work:

### **Use of Statistical Consultants in Dissertations**

All doctoral candidates must demonstrate that they performed their own data analysis for their dissertation. They may consult with faculty and with outside consultants as needed, but they must be able to understand, execute, and defend the major analytic procedures themselves.

### **Undertaking a Qualitatively Based Dissertation**

All students seeking to write a dissertation utilizing qualitative methods and analysis are required to have completed at least one qualitative research methods course, and are strongly recommended to have

completed at least two courses (6 credits) in qualitative methods. These courses should be completed prior to drafting the dissertation proposal.

## **Independent Research and the Morningside IRB**

Ethical concerns in the field of social work research are treated very seriously by Columbia University. The Institutional Review Board (IRB) at Morningside is the organization that reviews *all* human subject research conducted by faculty, staff, and students, *regardless* of the location of the research activity, source of funding, or whether the research is exempt under the Code of Federal Regulations for Protection of Human Subjects (45 CFR 46, see <http://www.columbia.edu/cu/irb/documents/exempt.pdf>).

All research intended to be distributed in a public forum must be reviewed according to IRB guidelines. Usually the dissertation is the first doctoral student publication that must pass IRB review. However, a doctoral student might undertake a study earlier in the program that would also require IRB approval.

The dissertation proposal *must* include actual or pending IRB approval and should identify any expected difficulties and explicit plans for dealing with these obstacles. Many students will need to satisfy specific IRB requirements for the Protection of Human Subjects, and all students are required to complete an online training course known as RASCAL (see pp. 32-33).

Stipulations, guidelines, and forms for the IRB approval process may be found on the Office of Projects and Grants website: <http://www.columbia.edu/cu/opg/> and at the Morningside IRB website: <http://www.columbia.edu/cu/irb/>

The IRB holds a number of workshops related to human subjects research and the CU IRB process. Students are encouraged to consult the Morningside IRB website (see above) and to sign up for the IRB listserv for announcements.

## **Purpose and Scope of the IRB**

A guarantee that all human subject research will be reviewed by the IRB has been given to the Department of Health and Human Services (DHHS) in a Federal Wide Assurance (FWA00003831). Therefore, investigators conducting human subject research at the School of Social Work should be familiar with the terms of the Assurance.

The intent of the institutional policy to review all human subject research regardless of location, source of funding, and exempt status is to foster high ethical standards in the conduct of research and to assure that uniform criteria are applied to protect the human subjects who take part in research.

The IRB reviews research in accordance with current Department of Health and Human Services (DHHS) regulations. The main purpose of the IRB is to protect the rights and welfare of human subjects who take part in research. More specifically, the IRB assures that:

1. Risks to subjects are minimized. For example, the IRB evaluates whether procedures to be performed on subjects are consistent with sound research design and do not unnecessarily expose subjects to risk.
2. Risks to subjects are reasonable in relation to any benefits that might be expected from taking part in a research study and to the importance of the knowledge that may result.

3. Selection of subjects is fair and equitable. For example, the IRB seeks to determine that no eligible individuals are denied the opportunity to take part in any study, particularly those from which they may benefit, based on an arbitrary criterion such as gender or national origin.
4. Participation is voluntary and informed consent is obtained from each prospective subject or where appropriate, from the subject's legally authorized representative.
5. The research plan provides for monitoring the data collected to ensure the safety of subjects.
6. There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

### **How to Apply for IRB Approval**

1) The first step towards securing IRB approval for your research is to complete the required Morningside Human Subjects Training Course. This course is available through RASCAL at <https://www.rascal.columbia.edu>. Go to the RASCAL home page and click on "Testing Center" to take the course. You will need to log in using your UNI and email password (*note that* if you are logging into RASCAL for the first time, you will be prompted for personal contact information). Then select the Morningside Human Subjects Training Course from the course listings. The course should take less than an hour to complete and will give you an introductory understanding of the IRB process. You are required to take this test before the IRB will review your research. At the conclusion of the exam you may print up a certificate citing that the course has been passed. When the RASCAL course has been completed, you should forward a copy of this certificate to the Doctoral Office, where it will be placed in your permanent record.

2) The second step is to go to the IRB web site to review the current guidelines and policies. The web address is <http://www.columbia.edu/cu/irb>. You should review all the policies that may apply to your research.

3) The next step is to create a proposal in RASCAL. This will be your IRB application. Go to the RASCAL home page and click on "Human Subjects" and then log in. Once you have logged in, click on "Create a Protocol" to begin creating your IRB application. **Your *dissertation sponsor* should be named as the Principal Investigator on your project.**

Your IRB application should include the following:

- A detailed description of your research, including your hypotheses, methods or procedures to be used, a description of the population you will be studying, and a description of steps you will take to minimize risk to participants and to ensure confidentiality.
- Any grant proposals or dissertation proposals associated with your research.
- Any surveys, questionnaires or sample questions you will use.
- Any recruitment materials you may use to enlist human subjects in your research (e.g., contact letters, e-mails, phone scripts, flyers).
- A detailed description of any secondary data you will use, including its source, the variables it

contains, any merging you will do with other data sources, and any agreements you have made with the owners of the data.

- Consent /Assent forms, and any applicable translations.

Note that Consent and Assent forms can and should be built using RASCAL's Consent Form Builder. A short tutorial is available through the RASCAL Testing Center. If your research will be conducted through collaboration with another organization, you will need to document that organization's approval of your research. If that organization has an IRB, you will also need to secure IRB approval from them. Similar requirements exist for research conducted overseas. Please be sure to see the IRB's policy concerning international research if this applies to you. Also, if you will be conducting research involving patients' medical records, you may be required to use a HIPAA authorization form. For more information about HIPAA, go to <https://www.rascal.columbia.edu/comply/hipaa.html>.

No dissertation research requiring IRB approval (as per University guidelines) should begin until IRB approval has been obtained.

## Sample Outline for the Dissertation Proposal

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1. *Student's Name*

2. *Preliminary Title.* A Proposal for a Dissertation Tentatively Titled "\_\_\_\_\_." A working title is appropriate, but should adequately describe the topic.

3. *List of advisors/sponsors who are involved in supervising the proposal*

4. *The problem that you are investigating.* What question(s) do you wish to answer? What problems are you studying? How are you advancing knowledge in your area? Why is the topic worthy of investigation? The question or problem should be clearly and succinctly stated in about one half-page. Then, as appropriate, and varying with the overall research design, state the major hypotheses and their sources and operationally define the main concepts.

5. *What does the relevant literature reveal?* The literature review should be limited to 3-5 pages. It should focus on the relationship between the research question and extant knowledge, including gaps in knowledge, in the field. A more comprehensive literature review may be submitted to the advisor, although it will not be circulated to the other committee members.

6. *Justification of research methodology.* Describe in detail the research design and justify its relationship to the research question and methodological developments in the field. Quantitative studies should discuss the sampling strategy (including strengths and weaknesses) and a power analysis; measurement issues (including descriptions of major variables; instrumentation, validity and reliability); hypothesized relationships between and among key variables; data sources; and a preliminary plan for data analysis that includes anticipated statistical procedures.

Proposals for qualitative studies should discuss the choice and rationale for the method selected, research site and selection of informants; role management issues and strategies; data collection techniques, (e.g., interviewing, observations, document analysis); strategies for managing, recording, and assuring the quality of data; and a data analysis plan.

Ethical and political ramifications of design choices should also be considered in the proposal and/or the Institutional Review Board protocol.

When appropriate, include drafts of instruments in Appendices.

7. *Information about available resources, sources of data, cooperation, project feasibility, staff.* Focus on anticipated problems and how you will overcome them. The proposal should report on: relationships to larger projects, whether permission to use data sources has been obtained or is in process, and the status of the IRB application, if required.

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

9. *Relation to a larger project.* If the dissertation is part of a larger research project, specify the extent to which and how the design, methodology, collection of data and interpretation of findings will be your responsibility. Also indicate your obligations to the larger project to make data available, and restrictions, if any, on publication. What agreements have been made about manuscripts or material review?

10. *Major limitations.* Make explicit any obstacles or difficulties expected in execution of the study, and ways in which you plan to address these.

11. *Human subjects review.* Have you satisfied these requirements to conduct the research? Have you filed appropriate evidence of satisfying these requirements to the Doctoral Office?

12. *Preparation.* Have course work and other experience fully prepared you for the dissertation? If not, what steps can you take to ameliorate gaps? Note that historical dissertations are approved only after students have completed relevant history electives and at least one course on methods or research in history or use of documentary sources.

13. *Timetable.* Demonstrate that the timeframe estimated for completion of the dissertation is realistic and within prescribed GSAS time limit, given your employment, fellowship, etc., circumstances.

14. *Methodology appendix and instruments.* Submit as a separate document, if relevant.

**The proposal is limited to 15-20 double-spaced typed pages (minimum 11 point font and 1 inch margins). The student will distribute 1 copy to each committee member and 1 copy to the Doctoral Office at least one month in advance of the proposal defense.**

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Students will defend the proposal with the dissertation committee, and once approved, may begin work on the dissertation. If the proposal is not approved, the committee will make clear recommendations for revisions and, once completed, the student may schedule a new defense.

Students are responsible for scheduling the proposal defense with their committee members. They should also notify the Doctoral Office when a defense time has been scheduled so that a room can be scheduled for the defense. For information about resolving common scheduling difficulties, please see the "Dissertation Defense" section.

### **Dissertation Format**

There is no single format that all dissertations follow. However, dissertations tend to follow one of two main formats. The first is a format that resembles a book, in that the document proceeds from introduction to conclusion, including a series of chapters that build on one another sequentially. Such dissertations may include one extended set of analyses or a series of analyses, using one (or sometimes more than one) dataset(s) and/or methodology(ies), but with each tightly linked to the question and each chapter building on the one that came before.

A second type of format is the 3-paper dissertation. Briefly, the 3-paper format is a dissertation in which the student writes three papers which all relate to an overall topic or area of interest. Typically, each paper is a stand-alone empirical paper, which contains its own literature review, background, motivation, theory, data, methodology, results, and conclusions. Papers may use the same data set (to explore different questions or apply different methods) or different datasets. What links the 3 papers is the common topic, which is described in the introduction to the dissertation; there may also be some common implications for social work, policy, practice and/or research, which can be described in the introduction or a brief conclusion.

Students should specify in their proposal what format they intend to use for the dissertation and this needs to be approved by the sponsor and committee, taking into account the kind of work the student is

proposing and the best way of presenting and organizing the results that will be produced in the dissertation research.

Students should be aware that in order for their dissertation to be accepted for deposit by the Dissertation Office, (and thereby, to be granted the Ph.D.), they must follow specific formatting rules. Guidelines for these requirements can be found on the Dissertation Office website (<http://www.columbia.edu/cu/gsas/pages/cstudents/diss-office/dissertation/index.html>) as well as in the information packet described below. It is recommended that students review the formatting requirements before and during the writing of their dissertations in an effort to save time between defense and deposit.

## **The Dissertation Defense Process**

### **Applying for the Defense**

When a doctoral student is in the final stages of writing their dissertation, they should stop by the doctoral office to pick up a packet of information pertaining to the defense and deposit of the dissertation. Included in this packet is the Application for the Dissertation Defense. When the student is ready to defend the dissertation, they must begin by submitting the two-part Dissertation Defense Application form. The student should fill out both the white and yellow sheets and submit them to the Doctoral Office for approval by the doctoral chair. The Doctoral Office will then send the forms to the Dissertation Office in 107 Low. (Students should note that they do not necessarily have to have the time and date of the defense determined when they submit the yellow sheet.) In order to ensure that the Dissertation Office has adequate time to process the application, it is recommended that the student submit the application for defense several weeks prior to their defense date. Students should consult the Dissertation Office website for details on various deadlines: <http://www.columbia.edu/cu/gsas/sub/dissertation/rules/dates/index.html>. Deadlines for 2009-10 are listed on page 39-40.

After receiving the application, the Dissertation Officer confirms that the candidate possesses an M.Phil. and is correctly registered as a defending student. The Dissertation Officer also confirms that the committee as proposed is in accord with GSAS guidelines on committee composition. If the application is in order, the Dissertation Officer signs the form for the Dean's Office, and a "blue folder" is created.

### **Registration**

The dissertation defense is the last occasion for which a Ph.D. candidate needs to be registered. The doctoral candidate must be registered the semester that the dissertation (approved for defense by the advisor) is distributed to the five defense committee members. If distribution takes place prior to the *first day of classes of the semester*, the previous semester's registration applies.

T0003 (Continuing Doctoral Registration) is the correct course for students under the flat fee tuition system to register for unless they are taking any classes. T0001 is the corresponding course for those under the per point tuition system.

## **Distributing Dissertation Copies to Committee Members**

While the deadlines for distributing dissertation copies are somewhat flexible, if a particular conferral date is desired, the candidate should be careful to distribute the copies early enough to allow committee members time to read the dissertation. Four weeks is generally considered an appropriate amount of time.

## **Scheduling the Defense**

After distributing the copies of their dissertation, students should proceed to contact their committee members and determine a potential date for the defense. The student should be aware that, given professors' busy schedules, several weeks or more may be needed to find a workable defense date and time. The dissertation defense may only be scheduled with the approval of the sponsor and all other committee members. Students may not be allowed to schedule defenses during the summer, when many faculty members are absent.

The dissertation committee is permitted to convene if one member must be absent due to an emergency or other compelling circumstances. However, students should avoid recruiting committee members who will foreseeably be on sabbatical, overseas or otherwise traveling during the time of their dissertation defense. In order to conduct a defense with an absent committee member, the student must obtain permission from the Doctoral Chair. If the Doctoral Chair grants permission for the defense to take place, the absent member and the student must try to arrange for the member's participation in the defense via conference call. Failing that, the member must write a detailed letter in advance of the defense containing all comments and questions that he or she would raise at the defense. The absent member should also provide his or her provisional vote concerning the dissertation (pass, fail, etc.). The Chair of the committee will present these questions to the candidate on the day of the defense and rule on the candidate's responses. If circumstances that prevent the member from being present cannot be anticipated, the absent member is requested to comply with the above regulations as soon as possible after the defense. The vote will not be considered final until that person's letter has been submitted to the Chair of the committee. Under no circumstances should a student convene their committee with more than one committee member absent.

When an agreeable time for the defense is determined, students should contact the Doctoral Office to schedule a room for the defense.

Students must notify the Doctoral Office of any changes in time or location of their dissertation defenses.

When the time and place of the defense has been determined, the student should inform the Doctoral Office of this information. When the Dissertation Office has obtained a complete application for the defense (including both sheets, as well as the time, date and place for the dissertation) it then produces a dissertation defense folder (a.k.a. "the blue folder") for the student wishing to defend. The blue folder contains important documents relating to the defense and deposit process (for instance, the voting sheet on which defense committee members indicate their decision on the student's pass or fail status.). The Doctoral Office receives this blue folder prior to the defense. The candidate receives all deposit documents at the conclusion of the defense, while the Doctoral Office is responsible for returning the signed voting sheet to the Dissertation Office.

## The Dissertation Defense

On the day of the defense, the doctoral candidate's chair should arrange to get the candidate's blue folder from the Doctoral Office. The dissertation defense normally lasts two hours. Generally, the candidate begins by briefly summarizing the study. The Chair monitors the time, allowing each committee member sufficient opportunity to examine the candidate. Committee members may have editorial comments and suggestions, and they typically ask questions that help the students expound on their rationale, data sources, findings, interpretations, methodology and conclusions. Once the examination is completed, the candidate is excused while the committee has a final discussion and registers a vote (see below). The defense is private; it is not open to members of the public, the student body, or to faculty members outside of the dissertation committee.

The following rating system is used to evaluate the dissertation:

**PASS:** The dissertation is deemed acceptable subject to minor revisions. The candidate makes recommended changes, with revisions supervised by the student's sponsor. Upon completion of the required revisions, the candidate is recommended for the degree. All revisions must be completed and the dissertation deposited no later than six months from the date of the dissertation defense. A unanimous vote or a vote with only one dissent constitutes a pass. In the case of three votes for pass and two for incomplete or fail, the voting sheet and dissertation must be submitted to the CUSSW Dean for further review and a decision.

**INCOMPLETE:** The dissertation is deemed acceptable subject to major revisions. All revisions must be completed no sooner than three months and no later than one year from the date of the defense. The Chair of the committee shall appoint a subcommittee composed of one to three of the original members of the committee. Usually, the sponsor chairs this group, and the other two are committee members who recommended the most extensive revisions. Once all revisions are completed, the student will submit them to each committee member for review. If each member states in writing that the new text is satisfactory, the vote of incomplete is changed to a pass.

**FAIL:** Because a dissertation approved for defense by a sponsor and other readers will most likely earn at least an INCOMPLETE rating, a failure is extremely rare. If a student does fail, they will not be recommended to receive the Ph.D. degree.

### Awards of distinction:

After the committee has voted to pass the dissertation, the question of awarding the degree "with distinction" may be moved. A vote on this question is taken by secret ballot. In order for a degree to be awarded "with distinction" the ballots must be unanimous.

If the committee votes to award distinction, a member of the examining committee other than the sponsor must prepare a letter to the GSAS Dean outlining the qualities of the dissertation that merit the award of distinction, including the nature of its distinctive contribution to scholarship in its field and its broader significance to advancing knowledge. There can be no rigid quota on the number of dissertations to be awarded distinction, but the standard of merit is that **no more than ten percent** of all dissertations (over time) should be awarded with distinction.

The dissertation may be recommended for distinction only by the original examining committee.

A student whose degree is awarded "with distinction" shall, upon final deposit of his/her dissertation, receive a letter of commendation from the GSAS Dean; the student's permanent transcript and the Ph.D. Convocation Program shall be annotated accordingly.

Students and committee members alike should note that the original copy of the voting sheet must be signed by all committee participants (even those who may have been unable to attend the defense) before a student may deposit his/her dissertation.

### **Dissertation Deposit and Commencement Ceremonies**

If the candidate defends and passes (i.e. with minor revisions), the only remaining academic requirement is the dissertation deposit. At the conclusion of the defense, the student will receive a listing of the materials that are to be brought to the final deposit at the Dissertation Office in 107 Low. All deposits must be accompanied by an Approval Card signed by the student's sponsor and department chair. The candidate is to deposit no later than six months after the defense.

In publishing their dissertation manuscripts for deposit, students must follow University guidelines regarding the acceptable format. The guidelines dictate everything from the margin and spacing length to the style of the font, footnotes, page numbering, title page, and type of paper used to print the dissertation. A list of these guidelines is available at both the dissertation office in 107 Low and in the Doctoral Office.

Degrees are awarded in October, February, and May of each year. The student is eligible to receive the degree on the next conferral date following complete deposit, provided that the deposit is completed by 4:00 p.m. on the Friday preceding the degree date. Commencement for the three conferral dates is held once each year in May. There are no conferral ceremonies held in October or February. For employment or other purposes, candidates may obtain official certification of the completion of all degree requirements from the Office of Student Information Services.

Information about the annual Ph.D. Convocation held two days before commencement is mailed from the Office of the GSAS Dean in March. Information about the commencement ceremony in May is mailed from the Office of the President around the same time. Information about commencement tickets and academic attire, etc. will also be sent to graduates in the Spring semester (usually around April). Graduates who have not received this information by April should contact the Doctoral Office as soon as possible.

For other details regarding dissertation defense and deposit, see "The Ph.D. Dissertation: Research Proposal, Sponsorship and Defense", the "Graduate School of Arts and Sciences General Announcement Bulletin", and the "Dissertation Defense, Format and Deposit Requirements". All are available in 107 Low, as well as on the Dissertation Office website: [www.columbia.edu/cu/gsas/pages/cstudents/diss-office/dissertation/index.html](http://www.columbia.edu/cu/gsas/pages/cstudents/diss-office/dissertation/index.html)

### **Defense and Deposit Deadlines**

#### **If targeting the October 21, 2009 degree conferral date:**

Submission of Defense Application	July 31, 2009
Dissertation Distribution	August 28, 2009
Dissertation Deposit Deadline	October 16, 2009, 4:00 p.m.

**If targeting the February 10, 2010 degree conferral date:**

Submission of Defense Application	November 6, 2009
Dissertation Distribution	December 4, 2009
Dissertation Deposit Deadline	February 5, 2010, 4:00 p.m.

**If targeting the May 2010\* degree conferral date:**

Submission of Defense Application	TBA
Dissertation Distribution	TBA
Dissertation Deposit Deadline to increase likelihood that printed diploma is available for pick-up on campus (all others are mailed)	TBA
Dissertation Deposit Deadline to be included in Convocation Booklet	TBA
Dissertation Deposit Deadline to be included in Convocation Addendum	TBA, 4:00 p.m.
Dissertation Deposit Deadline	TBA, 4:00 p.m.

*\*At the time of printing, the May 2010 conferral date and related deadlines were not available. Students may check <http://www.columbia.edu/cu/gsas/sub/dissertation/rules/dates/index.html> for updates on dates and deadlines.*

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# REGISTRATION

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## Student Status

One of the fundamental considerations pertaining to registration at Columbia concerns the maintenance of *student status* during your studies. Students may register as full-time students (9 credits or more) or as half-time students or part-time students (less than 9 credits). Differences in connection to registration status are significant, and the type of status that you have can affect your health insurance coverage, University housing eligibility, loan payments, access to University facilities, or visa status. Doctoral students are required to be registered full-time in the program for at least *three consecutive semesters*.

As a **full-time student**, you are accorded a number of important student privileges. Full-time students are eligible to lease University housing, and make use of University facilities such as the library or the fitness center. In many instances, your financial aid coming from the Doctoral Program or from lenders or other funders is contingent on the maintenance of your full-time status. As a full-time student you are also automatically enrolled in Columbia University's student health insurance plan. For current information about health insurance plans offered by the University, as well as information on waiving the University's plan and using alternative coverage, please consult: <http://www.health.columbia.edu/ins/index.html>.

Generally, you will be registered as a full-time student for your entire stay in the Doctoral Program. In the first two years of the program, your typical courseload should automatically keep you in the desired range of credits needed to activate full-time status. After you have finished the bulk of your coursework, you will continue to be a full-time student as long as you are registered for Continuing Doctoral Registration, or T0001/T0003.

Problems can arise if your full-time student status elapses. If you are an international student you must retain full-time status at all times; otherwise your student visa may be placed in jeopardy, and you could potentially be deported. If you have taken out loans as part of your financial aid, and you are not registered as a full-time student, there is a great likelihood that your loans will be recalled. Your e-mail is also tied into student status -- if you are no longer a full-time student, you will be removed from all your subscribed e-mail distribution lists. Therefore, it should be noted that it is one of your primary responsibilities as a doctoral student to monitor your registration status. Many of the above scenarios can be avoided by making frequent and timely checks of your student status through your Student Services Online (SSOL) account. You should check your registration status shortly before you register, after you have registered, and at intermittent times throughout the semester.

If you are *not* listed as a full-time student but wish to be, you should inform the Doctoral Office as soon as possible. The Doctoral Office can facilitate this change.

**Half-time** or **part-time** student status is accorded to those students registered for 8 credits or less. Usually, if you are registered as half-time or part-time, it will only be because you have a class or two to finish for your requirements after the first years of full-time coursework. Note that when your coursework is completed, you should be registered for Continuing Doctoral Registration (T0001/T0003), in which case your status will once again be listed as full-time in the system.

## **How to Register: Adding and Dropping Courses**

Each semester, students must register for courses during dates that are designated by the School of Social Work or by the other schools in the Columbia University system. Often the dates for registration are similar between schools, but sometimes they do differ. Please refer to each school's registrar office in order to confirm these dates. Registration periods always take place a semester in advance (students register for Fall courses in the Spring, etc.), but students are also given a 10-day period after classes begin in which to add or drop courses to and from their schedules.

There are two ways for students to add or drop a class to their course schedule: via the telephone registration system or via the Student Services Online system (note: in order to use this system, you must have your Columbia e-mail account activated.) Please note that you will need to have the five-digit course number found in the course schedule in order to process any add/drop transactions. The telephone and online registration methods work for any course taken in the School of Social Work or at Columbia's main Morningside campus. Note, however, that some schools in the Columbia University system use their own separate registration procedures, which are detailed in the next section.

To register via the telephone you will need:

A touch-tone telephone

Your student identification number (usually your social security number)

A CUSSW course schedule (available online at the Columbia University website)

Call (212) 854-8282

Make sure to play back your registration to hear if you've registered for or dropped the correct course.

To register via Student Services Online:

You may also access this website via the Columbia University website by clicking on the "Students" section. Please remember that you will have to enter your University Network ID (e-mail address) and your network password. Under "Your Academic Records" click on [Registration](#).

If you experience any difficulties with the system when adding and/or dropping a class or if you have questions about your registration, please see the Doctoral Office.

Please note that you are only allowed to add or drop a course within 10 days of the first day of classes for the semester. If you try to add or drop a class after this time period you may incur a late fee on your account.

For complete information regarding enrollment policies and procedures, please consult the CUSSW Office of Enrollment and Student Service Systems:

<http://www.columbia.edu/cu/ssw/students>

For courses outside of the University and general information concerning the registration process, please see the University's main registrar site:

<http://www.columbia.edu/cu/registrar/>

For more information about choosing courses to fill your schedule, consult the Doctoral Student Course Selection Guide.

## **Registration Procedures for Outside of the School of Social Work**

Several schools in the Columbia University system have their own distinct processes for cross-registering into their schools. You will not be able to sign up for courses at these schools by the traditional telephone or Student Services Online means. Some of these schools may have registration periods that only overlap with those of CUSSW on certain dates (if at all), so you should be sure to check each school's website to know when to register. The PhD office maintains links on its website to class listings, registration forms, and cross-registration instructions for other Columbia University schools (<http://www.columbia.edu/cu/ssw/phdprogram/students/index.html>). Please note that these procedures are subject to change. The contacts for CUSSW Student and Enrollment Services are Karma Lowe (knl3@columbia.edu, 212-851-2364) and Edward Graciano (eg2118@columbia.edu, 212-851-2436). Cross-registration paperwork for other schools (with the exception of SIPA) should be brought to them for processing. Their offices are located on the 5<sup>th</sup> floor of the CUSSW building. If you have any questions, please contact the Doctoral Office.

### **School of International and Public Affairs (SIPA)**

*How do I cross-register for SIPA classes?*

Before registering, you should identify what type of registration process has been designated for the course. There are three types of SIPA registration processes. Each course's designation can be obtained online at the SIPA website:

- 1) *Instructor Permission Courses*: You should first submit a "SIPA Instructor Permission Courses" online form for consideration. If admitted, you will be able to register in an Instructor Permission Course at the SIPA registration site. Please note that deadlines for these on-line requests may come earlier than the respective add/drop periods.
- 2) *Open classes*: All Columbia students can enroll in open SIPA classes beginning on the second day of classes. You should do so at the SIPA registration site.
- 3) *Departmental Approval (Limited Enrollment) classes* - These classes are limited to SIPA students only. Students from CUSSW are generally not allowed to register for these classes, although cross-registration may be offered if space is available.

Please note that you may not complete the registration process for SIPA courses either online or via the telephone system. The registration process for SIPA is handled entirely by SIPA's registration site, which is located on the 6<sup>th</sup> Floor of the International Affairs Building. You will have to complete your registration in person there, but you will not need to file any additional paperwork with CUSSW's Registration Office.

### **Mailman School of Public Health**

In order for CUSSW students to cross-register for a course offered by the School of Public Health, they must:

- 1) Go to the School of Public Health and obtain a Cross Registration Application (722 West 168<sup>th</sup> Street, 212-305-3927). The office is located on the Main Floor (to the left of the security desk). Alternatively, this form may be found online at the School of Public Health's website:

[http://asp.cumc.columbia.edu/stuaf/stuaf2/Pdfword/Cross\\_Registration\\_Application.pdf](http://asp.cumc.columbia.edu/stuaf/stuaf2/Pdfword/Cross_Registration_Application.pdf)

This Cross Registration Application is used only for registering for School of Public Health courses.

- 2) Complete the Cross Registration Application and be sure to obtain the required approval signatures of both the course instructor / department coordinator and the Associate Dean of the School of Public Health.
- 3) Bring the Cross Registration Application form back to CUSSW. Then, complete a CUSSW Add/Drop form (available from either the Registration Office or the Doctoral Office), and have bring it to the 5<sup>th</sup> floor enrollment office to be registered.

### **Teachers College**

For cross-registration into a class at Teachers College, submit a CUSSW Add/Drop form (with the instructor's signature if instructor permission is required for the course). Bring the form to the enrollment office on the 5<sup>th</sup> floor of CUSSW in order to be registered.

### **Graduate School of Arts and Sciences (GSAS)**

Students may cross-register at GSAS by submitting out a CUSSW Add/Drop form to the enrollment office on the 5<sup>th</sup> floor of CUSSW (with proof of instructor permission if required). Students may alternatively email course information (department, course number, call number) to the doctoral office (again, with proof of instructor permission when necessary) for assistance with registration.

### **Inter-University Doctoral Consortium (IUDC)**

The Graduate School is a member of the Inter-University Doctoral Consortium (IUDC), which provides for cross-registration among member institutions. Participating schools are CUNY Graduate Center, Fordham University, New School for Social Research, New York University (including the Institute of Fine Arts), Princeton University, Rutgers University, and Stony Brook University. Teachers College (TC) is also a member of the IUDC, but Columbia students interested in TC classes should cross-register within Columbia rather than use the IUDC. M.A. students are not eligible for this program.

Ph.D. Students in years 2 through 6 (or years 1 through 6 for advanced standing students) register at Columbia for the course(s) they plan to take at the visiting institution by using an IUDC form. It is possible that the host institution will also require students to register there. Tuition is paid to the Graduate School. Classes may be taken for a grade or for audit and will appear on the Columbia transcript. Students will receive a letter or ID card allowing them library reading privileges at the host institution. Columbia students going to New York University may use their CUID card. Students can get information on registration deadlines from Craig Knobles (see below).

Information and application forms are available in 301 Philosophy Hall. Questions may be directed to Craig Knobles at 212-854-2861 or email: [jck2@columbia.edu](mailto:jck2@columbia.edu).

URL: <http://www.columbia.edu/cu/gsas/pages/cstudents/std-ser/consortium/>

## Registering for “R” Credit

“R” officially stands for “Registered for the course; no qualitative grade assigned.” The main difference between a letter grade and “R” credit is that the latter may not require students to complete certain requirements (i.e. final examinations, possible other written assignments). Therefore, students may choose to take a course as an “R” if they are looking for exposure to certain course content without the added burden of final examinations. School of Social Work policy states that no more than the equivalent of 9 credits of the required 30 University credits may be taken for “R” credit. *No courses applied toward the PhD program’s distribution requirements (listed on pp. 7-9) may be taken for R credit. School of Social Work classes are generally not available for R credit.*

Courses taken for “R” credit (with the exception of T9800 Doctoral Research Instruction) generally do not receive academic credits, meaning students cannot take an “R” course as a means of working toward the 30 required Columbia credits. While counting toward each term’s credit points, “R” credit course points do not count toward the cumulative number of completed Columbia points. Once a course has been taken for “R” credit, the grade is not subject to change, nor may it be repeated later for a letter grade. “R” credit courses do appear on your transcript, and the University does charge full tuition for “R” credit registration.

In order to register for “R” credit, you must have the approval of the course instructor. If the request is granted, the student is not required to take the final examination, but may be required to meet any requirements established by the instructor of the course. All other requirements should be established at the time the professor grants permission to take the class. The instructor will award an “R” grade if you perform in accordance with the agreement.

In selecting courses for “R” credit, students should note the following:

- “R” credit is not permitted for the social work method courses, for any of the required 21 credits in research or statistics, for a field of practice tutorial, the nine credits of required social / behavioral science courses, or for the *History and Philosophy of Social Welfare in the United States (T8801)* course. Generally, the only courses taken for “R” credit are electives taken elsewhere in the University.
- While registering for “R” credit may allow a student to become acquainted with course content without the burden of certain assignments, registration does require full tuition payment. Students may thus prefer to audit as an alternative.

## Auditing Courses

The University has no formal audit procedure. Students must get the approval of the instructor in order to audit a course. Audited courses do not appear on the student's transcript, nor do they require the payment of tuition. Audited courses may not count for any academic credit.

In selecting courses for audit, students should note the following:

- Students may audit the appropriate Master's level field of practice platform course, when available, for the field of practice tutorial. However, students will be required to complete additional requirements.

- Students may audit courses they have previously completed for credit in order to prepare for examinations.
- Students may wish to audit courses at the Master's level to keep abreast of developments that have transpired in the field if it has been a number of years since they completed their own Master's education.
- Students may find auditing certain courses to be a helpful preparation for future teaching.

## Waiving Course Requirements

Specific course requirements may be waived at the discretion of the appropriate instructor if the student can demonstrate that they have prior course work that is equivalent to the content of the course that they wish to waive. This is most commonly done with introductory courses in research methods or statistics. If a student seeks a waiver of any other required coursework, they must seek the approval of both their academic advisor and the Doctoral Chair, though it should be noted that waivers in areas other than the introductory statistics and research methods classes are very rare.

Students who have completed prior graduate research courses may be eligible to waive up to two semesters in either research methods or statistics. It is important to note, however, that when a course is waived it does *not* mean that a student may take less than the minimum total of seven courses in the research methods and statistics areas. It merely means that students are allowed to enroll directly into more advanced courses.

When appropriate, entering students are urged to meet statistics and/or research methods requirements by waiving one or two of the basic level course requirements and completing advanced courses in their stead. Appropriate waiver forms are available both online and in the Doctoral Office.

## Account Holds

Students who have accrued more than \$1000 in debt on their student account will automatically have a hold placed on their account, and will not be able to register in subsequent semesters. In order to be allowed to register, students will need to pay off their debt such that the charges on the account amount to less than \$1000. Students are responsible for checking their accounts on SSOL well ahead of registration in order to resolve any holds. Failure to resolve a hold may delay registration and possibly lead to additional late fees.

The table below illustrates the different types of holds and respective consequences:

Office Placing Hold	Reason	Consequence
Student Financial Services	Financial Obligation	Not allowed to register. Transcript & diploma withheld.
Library	Financial Obligation	Transcript & diploma withheld.
Dean	Academic Issue	Not allowed to register. Transcript & diploma withheld.
Health Services	Immunization Compliance	Not allowed to register. Transcript & diploma withheld.

## **Late Registration, Late Tuition Payment and Late Fees**

Students who register after the designated registration period will be assessed a \$150 late fee on their accounts. The same fee also applies when students try to add or drop courses after the 10-day add/drop period has expired. A \$150 fee may also be assessed if a student does not pay their tuition bill by the appropriate due date.

In certain cases, students may appeal the late fees placed on their account. However, the Doctoral Office can only remove late fees from a student account if there were extenuating circumstances involved in the assessing of the fee. For example, if a student's tuition was not fully paid because the student was waiting for financial aid to be applied from the School of Social Work or from an outside fellowship, this would be an appropriate case for removing the late fee. If, however, the late fee was assessed because the student was late in registering or in resolving a foreseeable hold on their account, the late fee will not be rescinded.

One of the best ways to avoid a late fee is to simply register for any class prior to the end of the regular designated registration period. Even if you are not sure what classes you will end up taking for the semester, you should register for *something*. Then, when the add/drop registration period arrives in the following semester, you may choose to add or drop courses in order to finalize your schedule.

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# GENERAL PROGRAM POLICIES

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## Course Content and Grading Policies

The overall content and criteria for evaluation (e.g. papers, oral presentations, examinations, etc.) in each doctoral course is left to the discretion of individual faculty members. Students are reminded that for *all* graded courses, students must receive a grade of *B minus* or better in order to receive credit toward the degree for the course. Any course in which the student fails to receive a B minus must be retaken (if it is a required course) or the student may select a different course in order to fulfill the degree requirement in question.

If a student does not fulfill the requirements of a course they will be assigned an "incomplete." Thereafter, the student must complete the requirements and receive a letter grade before the beginning of the same term in the following year. Failure to do so will result in the course grade automatically becoming an "F."

## Academic Discipline and Personal Conduct

Each student is responsible for observing traditional canons of scholarly discourse, scientific research, and academic honesty. Students and faculty are expected to exhibit the high level of personal and academic integrity required of members of an academic community. Plagiarism, cheating, and fraud in research will not be tolerated, and may be grounds for termination of a student's degree candidacy.

Students are expected to conduct themselves in accordance with the individual and collective rights of others in the University community. Behavior which is disruptive, coercive, profane, or harassing is not permitted.

Both the Graduate School of Arts and Sciences and the School of Social Work expect that, in and out of the classroom, on and off the campus, students will act in an honest and considerate manner and will respect the rights of others. While every subtlety of proper behavior cannot be detailed here, Columbia University policy states that harassment of others because of their race, sex, religion, or sexual orientation is unacceptable behavior and will be dealt with very severely. Every Columbia student is required to live up to these standards so that we can be confident that all will benefit fully from the rich diversity to be found here.

- More detailed policies regarding academic discipline and personal conduct may be found on the GSAS website under Section IX of the GSAS Rules and Regulations <http://www.columbia.edu/cu/gsas/rules/main-menu/pages/main/index.html#N101AB> and in the latest edition of FACETS (Facts About Columbia Essential To Students) <http://www.columbia.edu/cu/facets/>
- Students should also check out the CUSSW MSW Student Handbook (<http://www.columbia.edu/cu/ssw/students/index.html>) for descriptions of policies pertaining to behavioral standards, Dean's Discipline and discrimination and harassment, among others.
- Finally, students should familiarize themselves with the Code of Ethics of the National Association of Social Workers (NASW): <http://www.socialworkers.org/pubs/codeword/code.asp>

## Satisfactory Academic Progress

Permission to register each term is contingent, in part, on satisfactory progress in the program. A student who fails to maintain satisfactory progress will have his or her candidacy terminated. The doctoral program considers progress to be minimally satisfactory when it is at a rate that will allow a student to complete the Ph.D. within seven calendar years.

Satisfactory progress is assessed on the basis of grades, including the absence of incompletes and timely completion of all the doctoral program credit, exam and thesis requirements. It is in the context of these criteria that the doctoral program assesses each student's progress with respect to both quality and quantity. The Graduate School of Arts and Sciences (GSAS) requires each student, beginning in their 4<sup>th</sup> year, to complete a report on academic progress with their dissertation sponsor (or advisor) for each year that they remain in the program. The doctoral office sends out the progress report to all students in the 4<sup>th</sup> year and beyond, as well as their sponsors. For your reference, please note the following table regarding timing of the program's degree requirements:

## Deadlines for Completing the Degree Requirements

<b>Requirement</b>	<b>Deadline</b>
Field of Practice Examination / Paper	<i>Must be completed prior to comprehensive exams</i>
Research Practicum	<i>Must be completed before the third year</i>
<ul style="list-style-type: none"><li>• Social Method Courses</li><li>• Social / Behavioral Science Courses</li><li>• Research &amp; Statistics Courses</li><li>• Field of Practice Tutorial</li></ul>	<i>All must be completed by the end of the semester in which the comprehensive exams are completed</i>
Comprehensive Examinations	<i>Should be completed by the end of the 6<sup>th</sup> semester</i>
Dissertation Proposal	<i>Within 1 year after completing comprehensive exams</i>
Dissertation Defense	<i>Must be undertaken within 3 years of approved proposal</i>
Dissertation Deposit	<i>Must be completed within 6 months of successfully defending the dissertation</i>
Completion of all Ph.D. requirements	<i>7 academic years after entering program</i>

## Termination from the Doctoral Program

Students who fail to meet the criteria of satisfactory academic progress as outlined above will jeopardize their candidacy in the doctoral program. If, in the Doctoral Chair's judgement, a student is not progressing at a satisfactory pace, that student will be sent a warning letter and will be asked to submit a detailed timeline for completion of the degree requirements. The Chair will either approve the student's timeline for completion, or revise it as deemed necessary. If the student fails to meet the new deadlines for completing the degree requirements, the student's candidacy may be terminated at the discretion of the Doctoral Chair.

Extension of the time allowed for completion of a degree may sometimes be granted on recommendation of the student's sponsor or advisor when specific, compelling circumstances warrant it. Students may initiate a request for extension by submitting a statement of work in progress and a schedule for

completion together with a recommendation from the student's sponsor or advisor. Students must note that such extensions are very rare.

Once a student has been terminated from the program, they will not be allowed to apply for readmission. A student may appeal a termination decision to the Committee for the Doctoral Program, that will decide on whether or not the student should be granted a time extension for completing the degree. The outcome of the Committee's decision will be considered final.

## **Leave of Absence**

A student who must interrupt studies for a compelling reason (e.g., medical or family related matters) may request a leave of absence for a period up to but not exceeding one year. The request should be made in writing to the Doctoral Chair, and must be approved by the Chair as an acceptable condition for a leave of absence.

Since students are not registered during a period of leave, they are ineligible for University facilities, including libraries and housing. In addition, students on leave usually cannot defer payment of University and government loans. Leaves of absence are recorded on a student's academic record, but do not count toward the deadlines for completing the degree requirements.

It is expected that students who do take a leave of absence will be able to resume their studies promptly and complete their remaining degree requirements in a timely manner.

## **Readmission**

A student who leaves the University without obtaining a leave of absence is usually not readmitted. The special approval of the Chair, contingent upon the merits of the student's request and the recommendation of the department, is required for readmission.

If readmitted, the student becomes subject to all current degree requirements in the program, as interpreted by the Chair to fit the student's case. In cases involving prolonged interruption of studies, departments may require students to retake exams and/or courses as appropriate.

Because an unauthorized absence does not relieve a student of the obligation to register continuously until the completion of all degree requirements, readmitted students are also required to pay a reinstatement fee equivalent to the cost of the matriculation and facilities fee for each term of absence, ordinarily for a maximum of eight terms. (Students who are absent for more than eight terms and who have continued work toward the degree during the entire period may be liable for additional payment.)

## **Maintaining Your Contact Information**

At all stages of their doctoral education, students are responsible for keeping the Doctoral Office apprised of their whereabouts. This is especially crucial when students take a leave of absence or advance into the dissertation stages and leave the local area to pursue their research. As long as doctoral students are in the program, they should continue to provide a current mailing address, phone, and e-mail address. If after reasonable effort the Doctoral Office is unable to contact a student, that student may have their doctoral candidacy terminated.

Students are encouraged to update their contact information within their Student Services Online (SSOL) accounts whenever it has changed. SSOL accounts may be accessed via the following web page: <https://ssol.columbia.edu/>. Additionally, students should contact a member of the doctoral office to apprise them of their new contact information.

## **Documentation and the Degree Requirements**

For each of the following degree requirements, students are required to file an application or contract that indicates their intent to complete that particular requirement. These documents go on file in the student's folder, and comprise part of the permanent record of the student.

Documents required include the following:

### **research practicum**

*(required: contract signed by student and faculty supervisor, timesheet by student and faculty supervisor, evaluation by faculty supervisor)*

### **field of practice examination/paper**

*(required: application for examination filed by student one month prior to test, evaluation by faculty readers)*

### **comprehensive examinations**

*(required: application filed at various stages,, evaluation by faculty readers)*

### **dissertation proposal defense**

*(required: application filled out by student, evaluation form filled out by dissertation committee)*

### **dissertation defense**

*(required: dissertation office application filled out by student according to GSAS Dissertation Office deadlines, evaluation filled out by dissertation committee)*

All forms are available online at the Doctoral Program website or at the Doctoral Office.

## **Teaching Opportunities**

There are numerous opportunities for students to serve as teaching assistants, and a few advanced students are typically invited to serve as adjunct lecturers. Students interested in pursuing a teaching opportunity should alert the Doctoral Office staff.

In order to determine which doctoral students will teach in the M.S. program, the Associate Dean consults with the Doctoral Program Chair, the student's advisor, and the appropriate curriculum area coordinator in the Master's program. Only doctoral students who have no incomplete or missed degree requirement deadlines are eligible for teaching assignments at CUSSW.

Students are advised that they are required to have TA experience before they are allowed to act as a course preceptor, and that they are strongly encouraged to complete a course on teaching.

## **Outside Employment**

Since the doctoral program is a full-time program and students must complete three semesters of full-time residency, they are strongly discouraged from spending excessive time in outside employment. It may be feasible for students who do not have research or teaching assistantships to work one or two days a week. Full-time employment, by contrast, has consistently proven to be a major deterrent to the successful and timely completion of the program.

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## FINANCIAL AID

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The Doctoral Program offers a comprehensive program of student financial aid. We recognize that doctoral programs represent a long-term investment of time, intellectual commitment, and financial resources. We are committed to assisting students in securing financial support from a variety of sources, including institutional and non-institutional fellowships, teaching and research assistantships, federal and alternative loan programs, and other appropriate employment.

Typical sources of Columbia's financial aid funds include general University funds, endowed fellowships, annual gifts and grants from government agencies, and alumni groups.

Three things to keep in mind:

- 1) There is **no specific form** for Doctoral Program applicants to complete in order to request financial assistance from Columbia University. The Doctoral Program allocates fellowships and tuition scholarships on a need-blind basis.
- 2) Students are encouraged to explore external fellowships early in their candidacies. Information and links to several external awards are listed on the doctoral program web site (<http://www.columbia.edu/cu/ssw/phdprogram/financial>). The CUSSW Office of Sponsored Projects web site (<http://www.columbia.edu/cu/ssw/grants/manual1.html>) also contains a number of search engine links as well as information on applying for funding.
- 3) Students are required to keep the program informed about non-University fellowships or prizes they are receiving, as it may affect their University aid. Students should supply copies of any external award letters to the doctoral office.

### Sources of Funding

**School of Social Work Financial Aid:** A number of tuition scholarships are derived from general University funds awarded to the School. The Doctoral Program endeavors to provide at least partial funding for tuition for all students entering the program.

**Teaching and Research Assistantships:** Many students obtain valuable experience and partially finance their studies through a wide range of research and teaching assistantships at the School of Social Work. Assistantships vary in their time commitment (up to 20 hrs/week) and may provide a salary or stipend. The Doctoral Office announces all such assistantship opportunities to the doctoral student e-mail list.

**Fellowships** are awarded in recognition of academic achievement and with the expectation of continued scholarly success. Among the named fellowships that the Doctoral Program awards directly to incoming students are the Willie G. Perry Award, the Eveline M. Burns Award and the James A. Jones Scholarship Fund. The amounts of these awards vary slightly year-to-year owing to endowment conditions.

Applicants are strongly urged to compete for national, regional, and foundation fellowships for which they are eligible. These awards are often more generous than those granted by the University. For more information, students may check out the doctoral web page:

[www.columbia.edu/cu/ssw/phdprogram/financial/sources.html](http://www.columbia.edu/cu/ssw/phdprogram/financial/sources.html). The Doctoral Office also maintains a booklet of current competitive grants and fellowships (including any announcements for dissertation funding) on the 9<sup>th</sup> floor.

### **Tuition Assistance Program (TAP) Awards**

Any student who has been a legal resident of New York State for twelve months is eligible to apply to the Tuition Assistance Program (TAP) for each term in which he or she is registered as a full-time degree candidate. Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Albany, NY 12255 (518) 474-5642. To ensure timely processing, applications for awards should be filed three months in advance of the beginning of the term for which the grant is to apply.

**The Institute for the Advancement of Social Work Research (IASWR)** has compiled a listing of several funding opportunities for doctoral and dissertation funding on their website:

<http://www.charityadvantage.com/iaswr/TechnicalResources.asp>. Students are also encouraged to sign up for the IASWR listserv for biweekly emails containing announcements on conferences, calls for papers, funding opportunities, and other news.

### **Student Loans**

With University funding, fellowship funding and/or work assistantships at the School, many students are able to cover tuition costs. Others may need to take out loans to cover the balance.

Applicants for student loans must fill out the Free Application For Student Aid (FAFSA) form. It can be completed and submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

All loan programs assume that the primary responsibility for financing graduate education rests with the student and his or her family. Students who must borrow to finance their education are advised to keep loan amounts as low as possible to avoid unreasonably large repayments after graduation. Loan aid is limited to the difference between the cost of attendance and the sum of all non-loan aid, and loan applicants must be degree candidates who demonstrate satisfactory academic progress and financial need. Because federal aid applications often take six to eight weeks to process, applicants must submit all required application forms and documents by June 1 prior to entering the program. Students are also advised that many states maintain scholarship programs for their residents, and they may do well to investigate this possible resource before reaching decisions about loans.

### **Federal Subsidized Stafford Loan Program (Formerly GSL)**

The Federal Subsidized Stafford Loan is a guaranteed, federally insured loan obtained through a bank, savings and loan association, credit union or other participating lender, and is usually administered by a state guarantee agency. Repayment of interest and principal begins six months after the student ceases at least half-time registration. Eligibility for a Stafford Loan is limited to U.S. citizens and permanent residents and is based on an analysis of financial need, so the Free Application for Federal Student Aid (FAFSA) is required. The federal processor will return a Student Aid Report (SAR) to the applicant. In order for the school to determine eligibility, the applicant must forward the SAR to the financial aid office. Federal regulations require that certain information about the student's financial status be verified by the financial aid office. Applicants are therefore also required to submit a copy of their most recent federal income tax return.

## **Federal Unsubsidized Stafford Loan Program (Formerly SLS)**

Unsubsidized Stafford Loans are available to graduate students who are U.S. citizens or permanent residents through a participating lender (bank, savings and loan, credit union). They are federally insured loans available for those who cannot demonstrate financial need according to Subsidized Stafford criteria or who need to borrow funds in addition to a Subsidized Stafford. Repayment of principal is deferred while the student is enrolled full time. Students may choose to make interest payments or request that the interest accrue and capitalize. The Unsubsidized Stafford may not exceed the cost of attendance minus all other aid. Complete current information about eligibility requirements, borrowing limits, and repayment conditions may be obtained at the Office of Student Affairs, 107 Low Memorial Library.

## **Federal Perkins Loan Program**

The Federal Perkins Loan Program, institutionally administered federal funds, is available to U.S. citizens and permanent residents who demonstrate need that exceeds the Stafford. Graduate School policy restricts Perkins Loans to full-time students who are registered for Residence Units. Federal regulations mandate that priority for Perkins Loans be assigned to students who show exceptional need, as determined by a federally approved need analysis. For this purpose, the SAR, and copies of income tax returns (see Stafford above) must be submitted to the financial aid office. Repayment of interest and principal is deferred while a student is registered at least half-time. Complete current information about eligibility requirements, borrowing limits, and repayment conditions may be obtained at the Office of Student Affairs, 107 Low Memorial Library.

**For further information about specific loans or the FAFSA form, please make an appointment with the Financial Aid office at the School of Social Work at (212) 851-2293.**

## **Doctoral Program Cost Analysis**

For your reference, here is a summary of the costs generally incurred by students in the CUSSW Doctoral Program. These figures are based on tuition rate estimates for the **2009-10** academic year only. Student tuition payments vary, of course, by the amount of financial aid that a student receives either from the School of Social Work or from outside sources. Health insurance fees are not included, as they may vary from student to student. Standard health services fees have been listed.

These are estimated figures for tuition rates and student fees for 2009-10, and are subject to change.

### **Summary of tuition costs for 2009-10**

#### **Flat Fee System (Students entering Fall 2003 or later)**

Tuition cost for one full-time year	\$ 35,544.00
Tuition cost for one full-time semester	\$ 17,772.00
Tuition cost for one half-residence unit semester*	\$ 9,628.00
Continuing Doctoral Registration**	\$ 1,484.00

*\*Students are generally registered for a half-residence unit semester during the 5<sup>th</sup> semester (third year) of doctoral candidacy.*

*\*\*Paid each semester from the end of regular credit-bearing course work until the completion of the dissertation*

**Per Point System (Students entering prior to Fall 2003)**

Tuition cost per point (or credit)	\$ 1,078.00
Tuition cost for one standard 3-credit course	\$ 3,234.00
Tuition cost for a standard 4-course semester	\$ 12,936.00

Continuing Doctoral Registration\*\* \$ 400.00

*\*\*Paid each semester from the end of regular credit-bearing course work until the completion of the dissertation*

**Fees paid each semester**

Health Services Fee	\$ 387.00
Technology Fee	\$ 200.00
University Facilities Fee (full-time)	\$ 349.00
University Facilities Fee (part-time)	\$174.00
Student Activity Fee	\$ 70.00
International Services Charge (paid by international students only)	\$ 50.00

**Additional one-time fees**

Orientation and Events Fee	\$ 400.00
Deposit of the Dissertation Fee (traditional)	\$ 170.00
Deposit of the Dissertation Fee (open access)	\$ 265.00
Transcript Fee	\$ 95.00

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# CUSSW STUDENT GRIEVANCE PROCEDURES

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Columbia School of Social Work believes that students, administrators and faculty have the right to express their views freely, within an atmosphere of tolerance and civility, and in an environment that is open to divergent views. Faculty and administrators must also, of course, treat students with civility and respect.

The following procedures specify how student complains about faculty behaviors or language in the classroom, within the School, or at School-related events are to be addressed. The behaviors of concern are those that may appear to go beyond established bounds of academic decorum and that may appear to threaten or dismiss either an individual or a collective group or undermine basic understandings and recognized standards of conduct within our community.

## **I. Mediation**

A. Students are strongly encouraged to seek resolution to their complaints by talking directly with their professors. In general, the School seeks to resolve issues in a timely manner and on an informal basis. Students reluctant to communicate a complaint directly because of a reasonable fear of reprisal have the following alternative avenues:

1. Students who believe that a faculty member has engaged in improper behavior in an instructional setting, as defined in section II C of this statement, may report the incident to the Associate Dean for Academic Affairs. Doctoral students may **also** report an incident to the Chair of the Doctoral Program.
2. For concerns about a field instructor or field education issues, the student may speak first to the Associate Director of Field Education with whom she or he planned her or his field placement. If the student does not feel that the complaint has been adequately addressed, she or he may present the issue to the Assistant Dean for Field Education. The Associate Dean for Academic Affairs is another possible resource for the pursuit of a resolution, if neither the Associate Director nor the Assistant Dean for Field Education has been able to bring the matter to resolution with the student.
3. Matters related to general student life at the School of Social Work that nonetheless relate to a particular member of the faculty may be taken to the Senior Assistant Dean for Enrollment and Student Services who will work with the Associate Dean for Academic Affairs to resolve the matter.

B. After meeting with the student and gathering pertinent information about the complaint, the administrator will then seek to resolve the issue through a discussion with the faculty member involved. With all these options, the strictest confidence is to be maintained at all times, among both the students and concerned faculty and among intermediaries such as student representatives, faculty mentors, or members of the administrative team.

C. Students may also take their problems to the University's Ombuds Officer, who serves as an informal, confidential resource for assisting members of the University with conflict resolution. The Ombuds Officer provides information, counseling and referrals to appropriate University offices. The Officer will also mediate conflicts if both parties are agreeable. The Officer does not have the authority

to adjudicate disputes and does not participate in any formal University grievance proceedings. **Further information on the Ombuds Office may be found at <http://www.columbia.edu/cu/ombuds/>.**

## II. Formal Procedures

- A. Students are encouraged, but not required to seek an informal resolution to their complaints. They may elect, instead, to file a formal grievance. They may also file a formal grievance if informal mediation fails.
- B. If the faculty member holds an appointment in the School of Social Work, students may use the procedures described herein to address the issues listed below. If the faculty member belongs to another school, its procedures are applicable. Students may, however, ask for help from officials of the School in identifying and understanding relevant procedures.
- C. Issues that may be grieved under these procedures include:
  1. Alleged failure to show appropriate respect in an instructional setting for the rights of others to hold opinions differing from their own;
  2. Alleged misuse of faculty authority in an instructional setting to pressure students to support a political or social cause; and
  3. Any other conduct in the classroom or another instructional setting that adversely affects the learning environment when that conduct displays an intolerance for different views or a lack of civility.
- D. These procedures may not be substituted for extant grievance procedures that address disputes over grades, academic dishonesty, or behavioral concerns as they related to student conduct. Students should also use alternative procedures in the following situations:
  1. If the alleged misconduct involves discrimination and sexual harassment, a student should file a complaint with the Associate Provost for Equal Opportunity and Affirmative Action. The procedures for handling such complaints are described in the statement, *Discrimination and Sexual Harassment Policy and Procedures*, which is on the web at [www.columbia.edu/cu/vpaa/eoaa/docs/discrim\\_sexharass.html](http://www.columbia.edu/cu/vpaa/eoaa/docs/discrim_sexharass.html)
  2. Complaints against the School's faculty that allege scientific or scholarly misconduct are also evaluated using other procedures. These are contained in the statement, *Guidelines for Review of Misconduct in Science for The Columbia University's Health Sciences*, which is available at [www.cumc.columbia.edu/research/priv/miscond/](http://www.cumc.columbia.edu/research/priv/miscond/).
- E. Any student currently enrolled in the University and directly affected by the behavior of a faculty member of the School may file a formal grievance under the procedures in this statement.
- F. A student initiates the formal grievance procedure by submitting a written statement to the Dena documenting the grievance. The request must be submitted no later than 30 days after the end of the semester within which the misconduct was supposed to have occurred.
- G. The Dean serves as the final resource for complaints within the School if all other avenues fail or if a student believes that his or her concern cannot be pursued via any other avenue. The Dean may seek the advice of appropriate faculty, generally relying first, unless otherwise appropriate, upon the Committee of Academic Appointments for their counsel.

H. The Dean will review the complaint to determine if there are sufficient grounds to proceed or if the issues raised by the student can be resolved in another manner. If the Dean determines that a formal investigation is warranted, he or she will appoint an *ad hoc* committee to operate as a fact-finding body and report back on whether the complaint is justified.

I. The Dean will appoint three members to serve on the ad hoc committee. The composition of such a committee cannot be determined before the event. The Dean may seek the advice of appropriate faculty in determining the composition of the committee and for their expertise related to the issues raised. The membership will normally consist of faculty members, and, at the discretion of the Dena, could include a student and/or senior administrator.

J. The faculty member is given the student's letter of complaint and invited to provide the *ad hoc* committee with a written response. The committee reviews both statements and is provided access to any other written documents relevant to the complaint. It will normally interview both the grievant and the faculty member and may, at its discretion, ask others to provide testimony.

K. The Committee ordinarily convenes within 10 working days of being appointed by the Dean and ordinarily completes its investigation and sends the Dean its written report within 30 working days of convening. When appropriate, the committee may also recommend remedies to the student's complaint and disciplinary action against the faculty member. Such remedies may include an agreement to terminate the specific behavior, a letter to the personnel file, or withdrawal of the complaint.

L. The investigative committee serves in an advisory capacity to the Dean of the School. The Dean may accept or reject in whole or part its findings and recommendations.

M. The Dean normally issues his or her decision within 30 working days of receiving the committee's report. The Dean will inform both the student and the faculty member in writing of the decision rendered. The faculty member and the student will also have access to the committee's report.

N. The Dean may discipline faculty members who are found to have committed professional misconduct. Any sanctions will be imposed in a manner that is consistent with the University's policies and procedures on faculty discipline. In particular, if the Dean believes that the offense is sufficiently serious to merit dismissal, he or she will initiate the procedures in Section 75 of the University Statutes for terminating tenured appointments, and non-tenured appointments before the end of their stated term, for cause.

O. The lodging of a complaint is not in itself evidence of guilty behavior. A complaint shall not be taken into account during re-appointment, tenure, promotion, merit or other evaluation or review unless and until the grievance process is completed, including any appeals, and unless the faculty member is found to have committed the offense charged.

### **III. Appeal**

A. Either the student or the faculty member may appeal the decision of the Dean to the Provost. Findings of fact, remedies grant the student and penalties imposed on the faculty members are all subject to appeal. A written appeal must be submitted to the Provost within 15 working days of the date of the letter informing them of the Dean's decision.

B. Normally, the Provost will take no longer than 30 working days to evaluate an appeal. The Provost usually confines his or her review to the written record but reserves the right to collect information in any manner that will help to make his or her decision on the appeal.

C. The Provost will inform both the student and the faculty member of his or her decision in writing. If the Provost decides that the faculty member should be dismissed for cause, the case is subject to further review according to the procedures in Section 75 of the University Statutes, as noted above. Otherwise, the decision of the Provost is final and not subject to further appeal.

#### **IV. Confidentiality**

All aspects of the investigations of a student grievance are confidential. The proceedings of the grievance committee are not open to the public. Only the student grievant and the faculty member accused of misconduct receive copies of the decisions of the Dean and the Provost. All participants in the grievance process, including the complainant and the faculty member, witnesses, mediators, members of the administrative team, and members of the ad hoc grievance committee, shall respect the confidentiality of the proceeding. Participants are authorized to discuss the case only with those persons who have a genuine need to know.

A full description of faculty obligations and rights may be found in the *Faculty Handbook* at <http://www.columbia.edu/cu/vpaa/fhb/main.html>.

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## CUSSW FACULTY

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More extensive profiles of these faculty members may be found at the following website:

<http://www.columbia.edu/cu/ssw/faculty/profiles/>

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# ACADEMIC CALENDAR

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## Religious Holidays

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes, make up any examination, or complete any other work requirements which he or she may have missed. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

## 2009-10 Doctoral Program Academic Calendar

*Please note that some dates, particularly those involving registration, are subject to change.*

### July

- 31** Deadline to submit completed dissertation defense application to Dissertation Office if planning for an October degree.

### August

- 28** Suggested deadline for distributing dissertation to committee members if planning for the October degree date.
- 31-4** CUSSW registration dates.

### September

- 2** Doctoral Program Orientation for Fall 2009 cohort
- 7** Labor Day holiday observed university-wide.
- 8** Fall semester classes begin. First day to add/drop courses or apply to audit courses.
- 8-11, 14-18** Late registration period for Fall 2009. Students register by phone and have several appointments to choose from. (Note that students allowed to register after this period specified must pay a late fee.)
- 18** Late registration for Fall 2009 ends. Last day to add/drop CUSSW courses, apply to audit courses, or submit written notice of withdrawal from the Spring term for full refund of tuition and special fees.

### October

- 13** Last day to drop a class for SIPA or GSAS classes.
- 16 (4:00 p.m.)** Last day to deposit dissertations for the October degree.
- 21** Conferral of October Ph.D. degrees.

### November

- 2** Academic holiday observed university-wide.
- 3** Election Day holiday observed university-wide.
- 6** Deadline to submit completed dissertation defense application to Dissertation Office if planning for a February degree.
- 19** Last day to drop a class for certain other schools (see University calendar). Last day to exercise pass/fail option.
- 26-27** Thanksgiving holiday break.

### December

- TBA** Doctoral Program Holiday Party
- 4** Suggested deadline for distribution of dissertation to committee members if planning for the February degree date.
- 14** Fall semester University classes end.
- 17** Fall semester CUSSW classes end.
- 23-1/18/10** Winter holiday break.

### January

- TBA** Late registration period for Spring 2010 (in Early January). Students register by phone and have several appointments to choose from. (Note that students allowed to register after this period specified must pay a late fee.)
- 18** Martin Luther King Jr. Day holiday observed university-wide.
- 19** Spring semester classes begin.
- 29** Late registration for Spring 2010 ends. Last day to add/drop courses, apply to audit courses, or submit written notice of withdrawal from the Spring term for full refund of tuition and special fees.
- TBA** Deadline to submit completed dissertation defense application to Dissertation Office if planning for a May degree.

## February

- 5 (4:00 p.m.)** Last day to deposit dissertations for the February degree date.
- 10** Conferral of February Ph.D. degrees.
- 23** Last day to drop SIPA or GSAS classes without academic penalty.

## March

- Early-Mid Mar.** Program planning between students and faculty advisors.
- 15-19** Spring holiday break.
- 25** Last day to drop a class for certain other schools (see University calendar).  
Last day to exercise pass/fail option.
- TBA** Suggested deadline to distribute dissertations to approved defense committee if planning for a May degree.

## April

- TBA** Fall 2010 registration period. Students register by phone and have several appointments to choose from. (Note that students allowed to register after this period specified must pay a late fee.)
- TBA** Suggested dissertation deposit deadline to increase the likelihood that printed diploma is available for pick-up on campus (all others are mailed)

## May

- TBA** Last day to deposit the dissertation in order to be included in the Ph.D. Convocation Book listing.
- 3** Last day of University classes.
- 6** Last day of CUSSW classes.
- TBA (4:00 p.m.)** Last day to deposit the dissertation in order to be included in the Ph.D. Convocation Book addendum.
- TBA (4:00 p.m.)** Last day for Ph.D. candidates to deposit the dissertation in 107 Low Memorial Library for the May degree date.

## Commencement 2010

- 17** Luncheon for CUSSW Doctoral Program graduates and their families.  
Graduate School of Arts & Sciences (GSAS) Ph.D. Convocation, St. Paul's Chapel
- TBA** CUSSW Graduation

**Doctoral Office Contact Information**

In closing, we note that the Doctoral Office, located in Room 919 in the Social Work building, is the center of the administrative functions of the Doctoral Program. Lindsay Bennett ([lrb2109@columbia.edu](mailto:lrb2109@columbia.edu); 212-851-2389) is the associate director of the doctoral program. The Doctoral Program Chair, Julien Teitler ([jot8@columbia.edu](mailto:jot8@columbia.edu); 212-851-2385), can also be found in Room 917. If you have a specific question or concerns please feel free to stop by.

**Columbia University School of Social Work  
 Doctoral Program Student Review: Current as of XXXX YYYY Semester**

**Student Name**

**Concentration:**

**COURSE PLAN**

	<b>Course No.</b>	<b>Course Name</b>	<b>Completed</b>	<b>Currently Enrolled</b>	<b>Semester to be Enrolled</b>
<b>Doctoral Program Proseminar</b>					
<b>Courses in Concentration:</b>					
<b>Research Methodology &amp; Statistics Courses (21 credits):</b>  * Three courses (9 credits) in research methodology, three courses (9 credits) in statistics, plus an additional course (3 credits) in either.					
<b>History/Philosophy: (3 credits)</b>					
<b>Social/ Behavioral Science Courses (9 credits):</b>					
<b>Field of Practice Tutorial (3 credits):</b>					
<b>Elective Courses:</b>					

**DOCTORAL PROGRAM MILESTONES**

	<b>Completed</b>	<b>Semester to be Completed</b>
Research Practicum		
Field of Practice Examination		
Comprehensive Examinations		
Dissertation Seminar (T8505)		
Dissertation Research Instruction Credits (T9800)		
File for Master of Philosophy (M.Phil) Degree		
Dissertation Proposal Defense		
Dissertation Defense		

**Notes:**

I have reviewed this status report and have discussed my schedule for completing the degree requirements with my academic advisor.

<sup>1</sup>My chosen social science is: \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

I have reviewed this student's status report and approve of the student's proposed schedule for completing the degree requirements.

**Advisor's Signature:** \_\_\_\_\_

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<sup>1</sup> Students must declare their chosen social science (and receive their advisor's approval) by the end of their 2<sup>nd</sup> / beginning of their 3<sup>rd</sup> semester.

Insert curriculum chart here

## A Brief Glossary of Terms

<b>ADR-OSP</b>	<i>Office of the Associate Dean for Research and Sponsored Projects</i>	Facilitates the research endeavors of the faculty and research scholars of the CUSSW. Assists in the preparation of grant proposals and aids principal investigators in the management of sponsored projects. Disseminates information about current funding opportunities and provides mentoring in the grants process.
<b>Comps</b>	<i>Comprehensive Examinations</i>	Written and oral examinations aimed to synthesize, integrate, and critically assess ideas explored in their social work methods, social/behavioral science, and field of practice courses. The comps are currently undergoing restructuring.
<b>T0001 or T0003</b>	<i>Continuing Doctoral Registration</i>	Matriculation fee required of all students who have completed all course work. Students usually register for either T0003 (2003 cohort or later) or T0001 (2002 cohort or earlier) beginning in the 6 <sup>th</sup> semester. Students are required to register each semester until they graduate.
<b>CourseWorks</b>		A course management system for faculty and students. Students enrolled in a given course can access CourseWorks to find information on classroom location, meeting time, instructors' contact information, course syllabi, assignments, readings, online discussions, and library resources. Log in required.
<b>CP</b>	<i>Credit Pending</i>	Assigned in courses which regularly involve research or projects extending beyond the end of the term. Until such time as a passing or failing grade is submitted, satisfactory progress is implied.
<b>CUIT</b>	<i>Columbia University Institutional Technology (formerly known as AcIS)</i>	Provides computing and communications systems, services, and support to faculty, students, and administrators. Services include a support center, network access, telephony, email, desktop and LAN services for staff and faculty, business systems, academic computer labs, public access kiosks, and web services.

<b>FOP</b>	<i>Field of Practice</i>	Students select a field of practice based on their substantive interests and career goals. Decisions about the field of practice should relate to social or behavioral science courses and dissertation planning. Students typically complete a Field of Practice Tutorial with a faculty member and either sit for an examination or produce a paper.
<b>IN</b>	<i>Incomplete</i>	Work Incomplete. Not to be used for absence from examination.
<b>IRB</b>	<i>Institutional Review Board</i>	The University organization that reviews all human subject research conducted by faculty, staff, and students, regardless of the location of the research activity, source of funding, or whether the research is exempt under the Code of Federal Regulations for Protection of Human Subjects.
<b>PID</b>	<i>Personal Identification Number (also known as <b>CUID</b>)</i>	A nine-digit identification number preceded by the letter “C” (e.g., C00000000), used to identify a student in the University system in lieu of the Social Security Number (SSN). A student’s PID may be located in his/her SSOL account. It is <i>not</i> the number to be found on his/her student identification card.
<b>R Credit</b>	<i>Registered for the course; no qualitative grade assigned</i>	A non-evaluative grade which confers credit for registration, without designating a letter grade. Taking a class for R credit is not the same taking a class for pass/fail or auditing.
<b>RASCAL</b>	<i>Research Compliance and Administration System</i>	A web-based application developed to simplify the University’s research compliance and research administration processes. Designed to help researchers and administrators manage ongoing research projects and related compliance activities at Columbia. Provides the required Morningside IRB Human Subjects Training Course.
<b>SPA</b>	<i>Sponsored Projects Administration</i>	Formerly Research Administration, serves as a central resource to support the research community at Columbia University by providing guidance and stewardship for the researchers and administrators on all campuses.

<b>SSN</b>	<i>Social Security Number</i>	A nine-digit unique identifier for individuals in the United States. While some paperwork within the University may still require students to provide an SSN (e.g., loan applications), for security purposes internal administrative functions have increasingly switched to utilizing the PID (see above).
<b>SSOL</b>	<i>Student Services Online</i>	Web-based database allowing student access to account, course record, and additional information. Log in required.
<b>UNI</b>	<i>University Network ID</i>	The key to accessing computer services and electronic resources at Columbia, including one's email, CourseWorks, and SSOL accounts. Usually consists of the individual's initials followed by a 1-4 digit number.

# Where should I go to ...

