PhD Program Manual

The University of Louisville is an equal opportunity institution and does not discriminate against persons on the basis of race, age, religion, sex, disability, color, sexual orientation, national origin or veteran status.
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Message from the Dean
David A. Jenkins, PhD

On behalf of the faculty, staff, students, and alumni, I want to take this opportunity to welcome you to the Kent School of Social Work at the University of Louisville. I am thrilled you have chosen to pursue to work with us as you embark on this new chapter in your life. Entering doctoral studies is a big decision and we believe we have created a top-notch program to help you prepare for an exciting and rewarding future.

As you may be aware, the profession of Social Work has a great need for additional doctoral graduates. These highly educated social workers are essential to supply the next generation of leaders in positions as academics, researchers, and practitioners. Doctoral education at the Kent School provides you with the tools to step into any of these career opportunities.

While a student in the Kent School Doctoral Program, you will be instructed by and work with faculty with strong national research reputations and deep community connections. You will have opportunities to learn from them in the classroom and in their work with agencies on projects that shape not only the Commonwealth of Kentucky, but also the larger environment.

We are proud of the reputation of the Kent School and of our doctoral program and we pledge to support and encourage you through your course of study. We are confident you will be well poised to enter the competitive marketplace upon graduation. Have a great experience.

Please do not hesitate to contact me if I can be of any assistance. Go Cards!
Director’s Message
Bibhuti K. Sar, PhD

Welcome to the doctoral program in Social Work at the Kent School of Social Work, University of Louisville. Our program prepares academically motivated master’s level social workers to take on teaching, research, administrative, and policy analysis positions. The program focuses on building research, teaching, and analytic competencies through courses on social (work) theories, advanced research design and analysis, teaching, ethics, special topics seminars, guided research practicums and independent studies.

You will have the opportunity to collaborate with a diverse group of nationally recognized faculty within the school and university with expertise in the areas of social and child welfare, child & family wellbeing, gerontology, health & mental health, justice & criminality, school social work, substance abuse, and international social work. Along with coursework, you will be guided in developing expertise in an area of social sciences research. Areas of research have included examination of social and health disparities, social work interventions, predictors and risk factors for substance abuse, long term effects of maltreatment and trauma, and evaluation of training programs, to name just a few. You will also be mentored and supported on becoming a faculty member, and balancing research, teaching, and service as you prepare for your future career. Our hope is that you will go on to work as faculty members in schools of social work nationally and internationally as well as in a variety of other research, administrative and policy positions.
University of Louisville

The University of Louisville is a state-supported research university located in Kentucky’s largest metropolitan area. It was a municipally supported public institution for many decades prior to joining the university system in 1970. The University has three campuses. The 287-acre Belknap Campus is three miles from downtown Louisville and houses eight of the university's 12 colleges and schools. The Health Sciences Center is situated in downtown Louisville's medical complex and houses the university's health-related programs and the University of Louisville Hospital. The 243-acre Shelby Campus is located in eastern Jefferson County.

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through: 1) teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars, 2) practicing and applying research, scholarship and creative activity, and 3) providing engaged service and outreach that improve the quality of life for local and global communities. The University of Louisville is committed to achieving preeminence as a nationally recognized metropolitan research university. The University of Louisville will be ubiquitously recognized as a great place to learn, a great place to work, and a great place in which to invest because we will celebrate diversity, foster equity, and strive for inclusion (https://louisville.edu/about).

The Kent School of Social Work

The roots of Kent School date back to 1918 when special courses for social welfare workers were offered under the auspices of the Louisville Welfare League. These courses were offered on a regular basis until 1923 when the program became affiliated with the University of Louisville. For the next thirteen years, organized courses on the under-graduate program were offered by the University. In 1936, a full two-year Master of Science in Social Work (MSSW) graduate program was established as the Graduate Division of Social Administration. The program became known as the Raymond A. Kent School of Social Work in honor of a former president of the University of Louisville. In 1994, the Family Therapy Program (now Couple and Family Therapy) was added to the school, through which training in couple, marriage and family therapy is offered. Also in 1997, the University of Louisville and the University of Kentucky combined to offer a collaborative program of doctoral study in social work. Then in 2000, Kent School joined with the Graduate School as part of a comprehensive effort to establish and maintain quality standards within the University of Louisville. In 2007, Kent School began a Bachelors in Social Work (BSW) degree program.

Mission of The Kent School of Social Work

The Kent School of Social Work addresses complex social problems through education, research and service to create a just and better world.
Kent School of Social Work Administration

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Kent School of Social Work PhD Program

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The PhD Program

The PhD program in Social Work at the Kent School of Social Work, University of Louisville is a joint doctoral program with the College of Social Work, University of Kentucky. Its origins date back to 1996 and 1997, when a team of faculty members from both the University of Louisville and University of Kentucky worked together to plan the curriculum for the UofL/UK Ph.D. in Social Work that consisted of 1) core courses that include research competence and theoretical aspects of social work, and 2) individualized study (i.e. child welfare, substance abuse, gerontology, urban issues, etc.). The proposed program was approved at each institution in 1997 and the 1st class started in the fall semester, 1997. The enrollment for the first doctoral class at UofL and UK consisted of twelve persons, six at each institution. As the program has evolved at each institution, each has developed its unique identity but jointly continue in emphasizing rigorous doctoral study and preparation.

The PhD program in social work at the Kent School of Social Work prepares academically motivated master's level graduates to take on teaching, research, administrative, and policy analysis positions. The program focuses on building research, teaching, and analytic competencies through courses on social (work) theories, advanced research design and analysis, teaching, ethics, special topics seminars, guided research practicums and independent studies. Students have the opportunity to collaborate with a diverse group of nationally recognized faculty within the school and university with expertise in the areas of social and child welfare, child & family well-being, gerontology, health & mental health, justice & criminality, school social work, substance abuse and international social work. Along with coursework, students are guided in developing expertise in an area of social sciences research. Areas of research have included examination of social and health disparities, social work interventions, predictors and risk factors for substance abuse, long term effects of maltreatment and trauma, and evaluation of
training programs, to name just a few. Students are also mentored and supported on becoming a faculty member, and balancing research, teaching, and service as they prepare for their future career. Graduates of our have gone on to work as faculty members in schools of social work nationally and internationally as well as in a variety of other research, administrative and policy positions.

**PhD Program Goals, Learning Outcomes, and Measures**

Goal #1. To ensure that graduates upon graduation will have acquired a comprehensive base of social work knowledge at the end of doctoral coursework.

**Outcome:** Upon completion of all coursework in the PhD program, students will have acquired a comprehensive base of social work knowledge.

**Measure:** Direct Measure: Proficiency scores in research, ethics, theory, and oral exam sections of the comprehensive exam.

Goal #2. To ensure that graduates upon graduation will be proficient in research designs, statistics and critical analysis.

**Outcome:** Upon completion of coursework in the PhD program, students will be proficient in research designs, statistics and critical analysis.

**Measure:** Direct Measure: Rubric Scores from a comprehensive assignment in Advanced Research Designs and Analysis (SW 770)

Goal #3. To ensure that graduates upon graduation will be proficient to teach courses in the social work curriculum.

**Outcome:** Upon completion of the program, students will be able to teach courses in the social work curriculum.

**Measure:** Direct measure: Assessment of Student Teaching.

Graduates of the PhD program will be able to engage in development and production of social science knowledge in a substantive area, implement research methods to study critical social problems, engage in critical analysis of practice and policy, disseminate new knowledge through oral presentations and scholarly publications, and design curricula and teach the next generation of students seeking undergraduate and graduate social work degrees.
D Program Faculty

All Kent School faculty have the opportunity to participate in the doctoral program and doctoral education. Some faculty have this opportunity through teaching core courses in the doctoral program, independent studies and research practicums while others as advisors/mentors to doctoral students on substantive areas of research and scholarship.

Faculty currently teaching core doctoral courses are:

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<th>Name</th>
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Faculty currently serving as mentors to doctoral students:

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PhD Program Committee

The PhD Program Committee consists of faculty teaching in the doctoral program and/or mentoring doctoral students, and a PhD student representative elected by the PhD students each year for one-year term to be on the committee. The committee is chaired by the PhD program director and staffed by the PhD Program Coordinator. The program committee advises the PhD Program Director on curriculum, policies, and other academic related matters. Faculty meetings are held monthly.

PhD Program Admissions Committee

The PhD Program Faculty serve as the admissions committee, with the PhD program director as chair. The Admissions Committee is staffed by the PhD Program Coordinator.

PhD Admission Requirements

Applicants are expected to hold a Master’s degree in Social Work from programs accredited by the Council on Social Work Education or international equivalents and have two years of post-masters work experience. However, applicants with a Master’s degree in another related discipline are welcome to apply and will be considered on a case by case basis. Other expected qualifications include at least a 3.0 undergraduate Grade Point Average (GPA), a graduate GPA of 3.5 or higher on 4.0 scale, and competitive Graduate Record Examination (GRE) scores (http://www.ets.org/gre). It is expected that quantitative, verbal, and analytical GRE scores would be ranked as at least in the 60th percentile of all scores reported as analyzed by the Educational Testing Service (ETS). The GRE must have been taken within the last 5 years. Information about taking the GRE can be obtained by calling the Prometric Testing Center in Louisville: 502-423-0478, and the University of Louisville routinely offers GRE preparation courses. Admission decisions are made by the PhD program faculty after review of the applicant’s completed written application and an invited (if agreed to by the PhD program committee faculty) in-person, Skype, or phone interview with the applicant.

PhD Program Application Procedures

First, a conversation with the Ph.D. Program Director is recommended regarding whether there is a good match between your educational goals and the PhD program. Second, by January 5th, submit the following materials to the web site of the Graduate school: http://graduate.louisville.edu/nu-homepage/admissions/application.html

- 1 Completed Graduate School Application
- 2 Application for Admission to the Ph.D. in Social Work Program
- 3 Official transcripts from each college/university attended
- 4 Official report of GRE scores (no more than 5 years old)
- 5 Three recommendations (preferably PhD-level faculty from academic programs)
- 6 Application fee of $65
- 7 Your resume
A sample of scholarly or professional writing; if not published, perhaps a paper from your MSW studies, or write an essay citing from peer reviewed literature, using APA-5 or 6 styles.

A personal statement of career goals, research interests, and reasons for pursuing doctoral studies (no more than 3 pages)

International Students. All international students shall comply with regulations of the U.S. Department of Immigrations and Customs, its Student and Exchange Visitor Program and all related policies of the University of Louisville and its International Center. All international students must be registered with the University of Louisville International Center and must present evidence of financial resources that are adequate to support their educational and living expenses in the U.S. for the duration of their studies. Documentation showing that a University Fellowship or Graduate Assistantship has been awarded is normally considered evidence of adequate financial resources. International students for whom English is not their primary language must show English language proficiency by 1) demonstration of level of proficiency, specified by the program, on the TOEFL examination (www.ets.org/toefl or 1-877-863-3546), and/or IELTS exam (www.ielts.org) or 2) demonstration of an accredited degree awarded by an acceptable institution which uses English as the primary language of instruction. All applicants for whom English is a second language must also submit official TOEFL scores of 79 or higher on the Internet-based test, 213 or higher on the computer-based test, or 550 or higher on the paper-based test for verification of English proficiency. English proficiency can also be met by submitting official IELTS scores of at least 6.5 overall band score from the academic module exam. Students holding a bachelor's or advanced degree from an accredited institution in the United States may be exempt from this requirement. For more information go to: http://louisville.edu/graduate/futurestudents/international-applicants

Tuition and Fees

The current tuition and fees for doctoral studies can be found at the University Bursar’s web site: http://louisville.edu/finance/bursar/ tuition/tuition/tuitionrates1415.html.

Scholarships

Graduate Research Assistantships, Teaching Assistantships, and Fellowships are available to support fulltime PhD students. Stipend amounts are the same for both assistantships and fellowships. Assistantships are awarded by the PhD program for two years and they cover a monthly stipend, full tuition, and health insurance. Assistantships require recipients to work up to 20 hours a week with a faculty member for the duration of the funding period. University Fellowships, Diversity Fellowships and Scholarships are awarded by the Graduate School to PhD students nominated by the PhD program director and selected by the Graduate School. Fellowships do not require recipients to work during the two years of funding. Fellowship recipients receive an additional two years of assistantship from the PhD Program where they are required to work while funded with the assistantships. The Graduate School also offers dissertation completion awards and other support to students to complete their PhD degree in a timely manner. The university-wide official maximums for university sponsored financial support (i.e. assistantships) are typically six years for doctoral students. For more information on
university fellowships please go to: http://louisville.edu/graduate/current-students/funding-opportunities/financial-support/university-scholarship-and-tuition-awards.

Workload Limitations for Graduate Assistants. Graduate assistants who are receiving a stipend, whether in the form of a University Fellowship, Externally Funded Fellowship, Graduate Research, Teaching or other Assistantship are limited to working 20 hours per week on the projects designated by the stipend award. However, students may be eligible to work a maximum of an additional 9 hours per week, with the possibility to earn income, if certain conditions apply. International students who have a F1 VISA are not eligible for this waiver and are limited to working no more than 20 hours per week. The Dean of the Graduate School must approve requests for students to perform additional work. The PhD program director, the Chair of the student’s department, or the Graduate Program director must complete the 20 Hour Waiver form. This form will be forwarded automatically to the Graduate School. If the request is approved, the Office of Payroll and the person who initiated the request will be notified.

Advising & Mentorship

Once admitted to the PhD Program, students are matched with a faculty member with similar research and professional interests who serves as a guide and mentor to the student for the duration of the student’s PhD studies. The faculty mentor typically advises, supervises, coaches, and instructs the student on their professional development and serves as the chair of the student’s comprehensive exam and dissertation committee. The student is usually assigned to their faculty mentor as a research assistant by the PhD program director. The faculty mentor evaluates the student’s progress in the program annually and develops and implements a remedial plan if indicated. The PhD program director advises all students on registration, curriculum planning, and navigating successfully through the requirements of the PhD program.

The PhD Curriculum

The program requires a total of 50 doctoral level credit hours plus 6 dissertation credit hours, for a total of at least 56 credit hours (subject to change). The Foundations of Doctoral Studies Orientation/Onboarding course (zero credit hours) is delivered in the summer before beginning the full complement of PhD courses in the Fall. The curriculum consists of four components:

I. Core Curriculum (41 credit hours): These are required courses that include advanced research design and analysis, theory development, policy analysis, teaching in social work, and professional seminars.

- Advanced Research Design & Analysis I (ARDA I, 6 credit hours)
- Advanced Research Design & Analysis II (ARDA II, 6 credit hours)
- Advanced Research Design & Analysis III (ARDA III, 3 credit hours)
- Teaching in Social Work (3 credit hours)
- Theory I: Philosophy of Science, Theory & Ethics (3 credit hours)
- Theory II: Analysis of Social Problems, Policy & Practice (3 credit hours)
- Theory III: Conceptual & Theoretical Model Development (3 credit hours)
- Advanced Qualitative Research I (3 credit hours)
- Advanced Qualitative Research II (3 credit hours)
• Measurement & Theoretical Model Testing (3 credit hours)
• Research Practicum (3 credit hours)
• Professional Seminar I (1 credit hour)
• Professional Seminar II (1 credit hour)

II. Individualized Plan of Study (at least 9 credit hours): An area of scholarly study is necessary to provide students with a distinctive area of expertise in social work. This phase of the student's educational experience is individually tailored to each student's specific educational goals. Students complete their educational plans by selecting from a range of graduate courses or independent studies. PhD students may choose courses or design independent studies with professors both in and outside of Social Work to inform their areas of scholarly research. The student consults with their mentor on their overall individualized plan of study. For each individualized study (independent study), the student proposes a plan which must be approved by the faculty member who will be guiding the individualized/independent study, the student’s faculty mentor, and PhD Program Director. The student’s individualized/independent study plan proposal contains the following six components which must be described in detail and submitted along with the signed independent study form (see appendix) to receive approval to register for the individualized/independent study.

1. Rationale: What is the rationale/relevance to your educational goals and why do you need this individualized study rather than an established course?
2. Procedure: How will goals be pursued? Please elaborate in some detail, including frequency and duration of contacts with faculty mentor.
3. Products: What products (interim and final) will you produce?
4. Evaluation: How your work will be evaluated, i.e. when appropriate, an article submitted to a juried journal for publication.
5. Bibliography: An initial list of material to be studied, acknowledging that you will surely complete your study with a much-expanded bib.
6. Tasks and Timeline: What are the major tasks and dates for completing the study?

III. Comprehensive Examination (no credit hours)
The purpose of the comprehensive examination is for students can demonstrate their abilities to apply and integrate the whole of their educational experiences by adequately addressing complex questions pertinent to the current and developing knowledge base of social work. Students are eligible to write their comprehensive examinations upon successful completion of all required core and individualized courses. Following the passage of the comprehensive examination, students are admitted to Candidacy status. More details about the comprehensive exam are provided later in this handbook.

IV. Dissertation (6 credit hours)
The dissertation includes the design and implementation of a major research project, the results of which are expected to contribute to the social work knowledge base.
PhD Course Descriptions

SW 776-01: Foundations of Doctoral Education (no credit towards meeting required curriculum hours) (offered in the summer to incoming doctoral students). Focuses on orienting students to doctoral education, the doctoral program and curriculum, as well as relevant resources and supports for successful on boarding into doctoral studies.

SW 769-01: Advanced Research & Design Analysis I (ARDA I) (6hrs), taken in the first semester of the first year in the doctoral program. The integration of statistics and quantitative research methods demonstrates how theoretical perspectives drive research questions, measurement concepts, sampling and research designs, and how to determine appropriate statistical procedure.

SW 770-01: Advanced Research & Design Analysis II (ARDA II) (6hrs), taken in the second semester of the first year in the doctoral program. Doctoral students demonstrate that they can initiate research using the conceptual, methodological, statistical, and both quantitative and qualitative research methods studied in ARDA I as needed in Social Work.

SW 771-01: Advanced Research & Design Analysis III (ARDA III) (3hrs), taken in the first semester of the second year in the doctoral program. Students focus on (a) guided research, (b) developing detailed research agendas, and/or (c) in-depth study of particular analytic procedures to be used in research.

SW 772-01: Advanced Qualitative Research I (3hrs), taken in the first semester of the first year in the doctoral program, this course examines the philosophical foundations and epistemological perspectives involved in qualitative research and includes study of traditions and methods (narrative inquiry, case studies, phenomenology, grounded theory and ethnography); scientific and ethical issues; and techniques of data collection, analysis, and interpretation. Emphasis is given to the contribution of qualitative studies in expanding social work knowledge. Students will expand upon one of the five qualitative approaches by learning and applying Constructivist Grounded Theory techniques to the analysis of data.

SW 782-01: Advanced Qualitative Research II: Data Analysis & Reporting (3hrs), taken in the second semester of the first year, this course focuses on analysis and interpretation in qualitative research. Students will broaden their qualitative data analysis skills by expanding upon traditional Grounded Theory analysis procedures by learning and applying Situational Analysis, Art-Based Practices and Constructivist Grounded Theory techniques to the analysis of data. This course includes the use of qualitative software as an analysis technique and learning strategies for determining rigor in qualitative inquiry, a process which in turn will lead to the development of a conceptual formulation, analytic memos and set the foundation for reporting of findings through presentations and publications.

SW 764-01: Teaching in Social Work (3hrs) This course engages students in the philosophy of education with emphasis on professional education, curriculum theory and social work curriculum standards, and instructional theory, methods and technology. Each student will create a social work course from initially surveying a body of relevant literature, choosing content and
conceptualizing it, developing lectures, tasks, and assignments. Additionally, each student will serve as teaching assistant in a bachelor or master’s course while enrolled in this course and have the opportunity to apply best teaching practices learned in the classroom under faculty mentorship.

SW 755-01: Theory I: Philosophy of Science, Theory Development & Ethics (3hrs) This course explores the nature of knowledge, how it is generated and acquired. Explanatory and practice theory, current models related to practice, and the relationship of theory and data to social work will be examined. Strategies for building knowledge will be discussed. Students will analyze theories into their components, construct mini-theories, and propose how they can be tested in social work practice. In addition, the historical evolution of the concept of ethics will be analyzed in terms of how history shapes and informs current values and their application. Ethical decision-making strategies, ethical dilemmas and issues, and professional accountability will be examined.

SW 757-01: Theory II: Advanced Analysis of Social Work Problems (3hrs) This course provides students with theoretical and conceptual frameworks for understanding social problems and their implications for macro social work practice. Critical perspectives related to social science theory will be identified, assumptions assessed, values examined, and empirical evidence analyzed. Theories covered will be drawn from sociological, socio-cultural, political, economic, historical, and other perspectives. Students will be expected to develop their abilities to analyze and critique social problems and macro social work practice.

SW 759-01: Theory III: Conceptual and Theoretical Model Development (3hrs) The purpose of this course is to develop skills in conceptualizing latent constructs related to social work research and practice that impact the lives of clients we serve and the systems we navigate. Students will learn how to create constructs that reflect new innovations in theoretical and model construction that advance their substantive areas. In addition, students will learn to develop causal conceptual models related to their substantive area of development that provide a theoretical explanation detailing the potential and causal linkages between various social and psychological factors specific to the person and their environment.

SW 773-01: Measurement and Theoretical Model Testing (3hrs) This course builds on the work developed in SW 759. As an extension of the work in SW 759, student will extend the development of their theoretical conceptual models by operationalizing their conceptualizations. Using the rapid instrument development model, Student will learn to create measures from their conceptualization innovations to develop skills in establishing the reliability and validity of measures. Additionally, students will use methods and forms analyses learned during their doctoral studies to evaluate and test elements of the theoretical model proposed.

SW 762-01: Research Practicum (3hrs) Students engage in research to gain hands-on experience in the conceptualization, implementation of a research project or data collection and analysis.

SW 756-01: Professional Seminars I (1hr) & SW 758-01 Professional Seminars II (1hr) These are one credit hour seminars offered during the fall and spring semesters in the second year for a total of two credits. Their purpose is to introduce doctoral students to academia, particularly the
professional development practices that lead to becoming a successful social work faculty member in colleges and universities. To that end, students are introduced to best professional development practices, develop their own professional development plan, receive coaching and mentoring on developing their CVs, submitting abstracts, making peer reviewed presentations, and publishing in scholarly journals among other activities. Additionally, students will have the opportunity to learn about preparing for the job market, interviewing for faculty positions, and working in an academic setting and the like. Students will have the opportunity to dialogue with faculty about faculty’s professional development, research agenda, teaching focus, and service commitments as well as best practices for success.

SW 797-01: Independent Study (at least 9hrs) These credit hours are devoted to students’ individual research and teaching interests and may include additional methodological and statistical courses offered in other schools on campus approved by the social work doctoral program.

SW 799-01: Dissertation (6hrs) The dissertation includes the design and implementation of a major research project, the results of which are expected to contribute to the social work knowledge base.

### Fulltime Course Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course</th>
<th>Day</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer</td>
<td>SW 776: Foundations of Doctoral Education</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>SW 755: Theory I- Philosophy of Science, Theory &amp; Ethics</td>
<td>Th</td>
<td>9-Noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SW 772: Advanced Qualitative Research I</td>
<td>Th</td>
<td>1-4pm</td>
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<tr>
<td></td>
<td></td>
<td>SW 769: Advanced Research Design &amp; Analysis I</td>
<td>Fri</td>
<td>9-4pm</td>
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<tr>
<td></td>
<td>Spring</td>
<td>SW 757 Theory II- Advanced Analysis of Social Work Problems</td>
<td>Th</td>
<td>9-Noon</td>
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<tr>
<td></td>
<td></td>
<td>SW 782: Advanced Qualitative Research II</td>
<td>Th</td>
<td>1-4pm</td>
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<tr>
<td></td>
<td></td>
<td>SW 770: Advanced Research &amp; Design Analysis II</td>
<td>Fri</td>
<td>9-4pm</td>
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<tr>
<td>2</td>
<td>Summer</td>
<td>SW 797: Independent Study (6hrs)</td>
<td>TBA</td>
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<td></td>
<td>Fall</td>
<td>SW 759: Theory III- Conceptual and Theoretical Model Development</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>SW 752: Research Practicum</td>
<td>Th</td>
<td>1-4pm</td>
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<td></td>
<td></td>
<td>SW 764: Teaching in Social Work</td>
<td>Fri</td>
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<tr>
<td>3</td>
<td>Summer</td>
<td>SW 799: (Comprehensive Exam) Dissertation hours</td>
<td>TBA</td>
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<tr>
<td></td>
<td>Fall</td>
<td>Doctoral Candidacy –ABD</td>
<td>TBA</td>
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<td>Spring</td>
<td>Doctoral Candidacy –ABD</td>
<td>TBA</td>
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<td>4</td>
<td>Summer</td>
<td>Doctoral Candidacy –ABD</td>
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<td>Spring</td>
<td>Doctoral Candidacy –ABD/Defend Dissertation</td>
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</table>
### Part-Time Course Schedule-In Class One Day (Start out Thursdays 1st year)

<table>
<thead>
<tr>
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The Comprehensive Exam

Background. Upon successful completion of the comprehensive exam students become candidates for the PhD and proceed with their dissertations.

Purpose. The purpose of the Comprehensive Exam is to evaluate students’ (a) knowledge gained in their doctoral studies, and (b) that they are prepared to pursue work on their dissertation.

Process. The process of the exam is described here in terms of (a) eligibility, (b) students’ exam committees, (c) exam committee roles and responsibilities, (d) expected content of the exam, (e) length of exam and time allotments, and (f) evaluation of student performance.

Eligibility. Students are eligible to begin their comprehensive exams only after completing 50 credit hours, of which 41 must be core course credit hours, and 9 must be individualized study hours. To establish eligibility to take the comprehensive exam, students start by making an appointment with the PhD program office to carefully review their transcripts to be sure that all course requirements have been met and grades recorded. After the review is completed and eligibility established, all students must submit to the PhD program office their Completed Coursework & Comprehensive Exam Committee Signature Form signed by the student and the faculty members agreeing to be on the student’s comprehensive exam committee. The signed form indicates that the student is eligible to take the comprehensive exam, the faculty who have agreed to be on the comprehensive exam committee, and the scheduled tentative beginning and end dates for the written and oral portions of the exam.

Students’ Comprehensive Exam Committees. Students may consult with the Director of the doctoral program to select their Chairs. Chairs will advise them on the selection of two other members for their exam committees who must agree to participate. The Director of the Doctoral Program will need to approve and then appoint the faculty members to the comprehensive exam committee. To be eligible, chairs and committee members must hold a doctorate and be a full-time probationary or tenured faculty member of Kent School, with knowledge and understanding of the doctoral program curriculum and its goals.¹

¹ This can be accomplished by meeting with the PhD Program Director and reading/reviewing the doctoral program curriculum materials.
Roles and Responsibilities of the Comprehensive Exam Committee. The comprehensive exam committee is responsible for guiding students’ comprehensive exam preparations, providing feedback and grading the written and oral parts of the comprehensive exam, and determining whether the student has passed the comprehensive exam.

Prior to writing the exam, each student will provide a detailed bibliography\(^2\) for all of their committee members to critique. Once the committee approves the bibliography, the exam questions are developed by the chair and committee members and at a minimum must include questions on social work theories, research, ethics, policy/practice, and a substantive area of scholarship/interest.

The comprehensive exam chair and committee members are available to students for guidance and consultations until students are given the comprehensive exam questions. At that point, their consultations cease and they do not participate in any aspects of students’ exam writing. Students can use all materials and resources from their doctoral coursework and substantive area of research to answer the comprehensive exam questions but may not receive any other help from the committee or from others while completing the written exam and preparing for the oral portion of the exam other than the feedback received from the chair and committee. Students must pledge that this was their own work.

Length of Exam and Time Allotments. Students should be prepared to complete their Comprehensive Exams in \(\leq 40\) pages, and within 4–6 weeks\(^3\). The completed written portion of the comprehensive exam is submitted to the chair who in turn distributes it to all committee members at the same time with instructions on the deadline for providing feedback to the chair on whether the student has passed or failed the written portion of the exam, and what additional questions or concerns that the student needs to be prepared to respond to at the oral portion of the comprehensive exam. Committee members will have about 2 weeks to send feedback to the Chair, who summarizes the feedback and assists the student in prioritizing the suggestions, particularly if discrepancies between committee members are present.

Comprehensive Exam components, Expectations, and Evaluation of Students’ Comprehensive Exams. The comprehensive exam consists of a) written and b) oral component. Paraphrasing the purpose of the Comprehensive Exam, faculty expect to see (a) evidence of critical thinking and analysis, (b) that students can apply and integrate knowledge gained in their doctoral studies to their specific research interests, and (c) that they are prepared to launch their research agendas as entry-level experts in their fields.

Evaluation.\(^4\) Guidelines for grading exams Pass or Fail include:

\(^2\) This annotated bibliography consists of all significant and key materials and resources from all the student’s doctoral coursework and substantive area of research.

\(^3\) After the student starts the comprehensive exam, the established/agreed upon dates and time allowances for completing the comprehensive exams may only be modified by the committee in consultation with the doctoral program director if extraordinary circumstances arise that are out of the committee’s or student’s control and prevent/interfere with the student and the committee being able to meet the established time allowances for completing the comprehensive exam.

\(^4\) Written exams must adhere to the most recently published Publication Manual of the American Psychological Association (APA).
1. The quality of the substantive content (background and significance, theories, research, policies, practice, and ethics.
2. The ability to think critically about the substantive content.
3. Preparedness for independent and systematic scholarship.
4. The ability to articulate content from the written exam.
5. The ability to answer questions posed by committee members (see attached Grading Rubric).

Note that the rubric allows committee members to consider not only the presence/absence of concepts, e.g. 1: The quality of the substantive content . . . , etc., but also the caliber, or depth of knowledge seen in the written exam. Committee members will evaluate the written exam Passed, or Incomplete (see Comprehensive Exam Flow Chart).

If the written exam is deemed Passed by 2 of the 3 exam committee members, students shall have about 2 weeks\(^3\) to prepare for the oral exam in which students respond to committee members’ submitted comments/questions, as well as any additional questions posed during the oral exam. The oral exam shall be graded as Passed or Incomplete. If 2 of the 3 exam committee members determine that the student Passed, the student is advanced to Candidacy.

If the written exam is determined to be Incomplete, by 2 of the 3 exam committee members, one full or partial rewrite may be recommended by the committee and undertaken by the student in the time allowed by the committee for the revision/addition.

If the rewrite is deemed to be Passed by 2 of the 3 exam committee members, the student may proceed to the oral exam. Chairs will not convene oral exams until students have passed the written exam according to 2 of the 3 exam committee members.

If the rewrite is still deemed unworthy of a Passing grade by 2 of the 3 exam committee members, the exam is deemed Failed and the student is dismissed from the program.

If the oral exam is deemed Passed by 2 of the 3 exam committee members, the Comprehensive Examination exam is deemed Passed and the student is admitted into Candidacy.

If the oral exam is evaluated as Incomplete by 2 of the 3 exam committee members, the student may retake all or part of it once, within the time frame assigned by the Committee.

If the retake of the oral exam is deemed Passed by 2 of the 3 exam committee members, the student is advanced into Candidacy.

If the retake of the oral exam is still not acceptable to any 2 of the 3 exam committee members, the student is deemed to have Failed the comprehensive exam and is dismissed from the PhD program.
Comprehensive Exam Flow Chart

- Written Exam
  - Passed
  - Incomplete; Retake
  - Exam is Failed and Student is Dismissed from the Doctoral Program
- Oral Exam
  - Passed
  - Incomplete; Retake
  - Passed
- Passed into Candidacy
The Dissertation

Upon admission to candidacy, students proceed to propose, complete, and defend their dissertations. The primary requirement of a dissertation is that it contributes to the knowledge base of the Social Work profession. It must represent independent work and be based on original research questions or hypotheses. Dissertation committees will have at least five members, one of whom is from the University of Kentucky.

PLANNING STEPS/TASKS IN COMPLETING THE DISSERTATION

<table>
<thead>
<tr>
<th>STEP/TASK</th>
<th>Person Responsible(s)</th>
<th>Date to be Completed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Select and meet with your dissertation chair to a) identify your dissertation topic area and b) potential dissertation committee members based on your topic. On the whole, your committee should:</td>
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<tr>
<td>• be balanced such that it is composed of faculty with subject matter and/or methodological expertise.</td>
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<tr>
<td>• meet the Kent School of Social Work and Graduate School’s guidelines for appointment to graduate faculty and dissertation committees.</td>
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<tr>
<td>• consist of a faculty member from the University of Kentucky’s College of Social Work who will serve as the outside member of the dissertation committee.</td>
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<tr>
<td>• consist of faculty who must have experience in independent research, scholarship or creative activity.</td>
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<tr>
<td>• Have a chair who must be currently active in research, scholarship or creative activity, and shall also make provisions for being continuously available to mentor you through the process.</td>
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<tr>
<td>____ Meet with your dissertation chair to develop your dissertation topic.</td>
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<tr>
<td>____ Generate a one-page description of your dissertation topic for review by your chair.</td>
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<tr>
<td>____ Once your topic area is approved, discuss with your chair potential dissertation committee members and make arrangements to meet with them to discuss being on your dissertation committee.</td>
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<tr>
<td>____ Ask those faculty agreeing to be on your committee to send you (which you will forward to PhD program...</td>
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</table>
coordinator) their Curriculum Vitae (CV) if they are not faculty members of Kent School and/or have never served on a previous Kent School PhD program dissertation committee. They have to be approved by the PhD program before they can serve on the dissertation committee.

- Write a short concept paper (10 pages) which outlines your problem statement, key relevant theories, literature and gaps, research questions, importance of study, and methodology for your proposed study and have it prepared for your Chair’s review.

- Once your Chair approves this concept paper, circulate it amongst your dissertation committee members for review and agreement on this concept paper.

- Once you receive approval, expand your concept paper into the 1st 3 chapters of your proposal covering the above areas. Develop a plan and schedule with your chair on whether you will submit all three chapters all at once and then receive feedback or you will submit each chapter separately and receive feedback from your Chair.

- Have your Chair review your 1st three chapters, and approves them, circulate them to your committee members to obtain feedback.

- Revise your proposal based on feedback from your Chair and committee members.

- With the go ahead from your Chair, set up a dissertation proposal approval meeting with all your committee members to formally defend, answer questions, gather recommendations for revision, and ultimately receive approval of your PhD proposal.

- Contact the PhD Program Coordinator to get the appropriate forms that need to be signed at the dissertation proposal approval meeting.

- Once your proposal is approved, seek IRB approval for study/data to be used in your study.

- Once you receive IRB approval, collect and analyze data.

- Write up your Results (chapter 4) and Discussion/Conclusions Chapters (5).

- Submit Chapters 4 and 5 to Chair for review and approval.

- Once approved by Chair, circulate chapters 4 and 5 to committee for review and feedback.

- Contact the Graduate school to set up a meeting to review required formatting guidelines for dissertations.

- Submit all the revised chapters (1 through 5) to all the committee after they are approved by your Chair.

- Set up dissertation defense meeting.
Contact PhD Program Coordinator set up logistics and get all the forms that need to be completed at the dissertation defense in order for you to be approved as passing your defense and earning the PhD.

Discuss with your Chair the process for the oral defense of your dissertation.

Defend your dissertation and be sure that the necessary signed copies of forms that go along with the final copy of the dissertation to submit to the Graduate School.

The University of Louisville has specific guidelines for content and formatting the dissertation which can be found at: [http://louisville.edu/graduate/current-students/thesis-dissertation-information/thesis-dissertation-guidelines-1](http://louisville.edu/graduate/current-students/thesis-dissertation-information/thesis-dissertation-guidelines-1). As a general rule, dissertations have a title page, table of contents, list of tables and figures, acknowledgements, abstract, and specific/separate chapters that cover the problem statement, literature review, methodology, results, and discussion. They also include the refences cited in each chapter and appendices consisting of the data collection instruments, consent form, the student’s biography and Curriculum Vitae, and any other pertinent documents related to conducting the study.

**University of Louisville Graduate School General Academic Policies and Procedures**
(from [https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/#text](https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/#text))

The following general academic policies and procedures are drawn from the Graduate Catalog of the University of Louisville which are applicable to all graduate students enrolled at the University of Louisville. Please access the graduate school website for the most up to date information as policies and procedures periodically change and are updated on the website [https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/#text](https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/#text)

**Registration.** The University of Louisville uses an online registration system; the course schedule is here: [https://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm](https://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm). Students may register for courses during the priority early registration period before the beginning of the semester. A student’s first opportunity is based on classification and alphabetic rotation. The early registration period is then followed by regular and late registration. The registration calendar for any term is published online by the office of the registrar. Initial registration and any later registration changes are usually completed by students through the registration link of the ULink online portal. Initial registration must be completed by the date announced by the registrar, typically the Friday of the first week of classes. Students may make adjustments to their course schedule until the end of the first week for regularly scheduled fall and spring courses. For summer courses and courses with atypical duration, the last date to adjust schedules is specified by the registrar in the official registration calendar. This last day to adjust schedules is referred to as the last day to drop/add. Students may add courses to their schedules until the last day to drop/add. Students may drop a course from their schedule until the last day of drop/add. Courses that are dropped during the regular registration period are not listed on the transcript. Students should consider how dropping a course will affect their progress toward their degree and their financial aid eligibility. Students who stop attending a class but fail to complete
the drop process, regardless of the date when they stopped attending the course, will be given the
grade of F for the course. Students must first contact the PhD program director to discuss course
selections. Then the PhD program coordinator will assist the student with registration and
troubleshoot any issues that may arise.

**Full-Time Study.** Full-time study for graduate students is defined as enrollment in Nine (9) credit
hours during the Fall semester, OR Nine (9) credit hours during the Spring semester, OR Six (6)
credit hours during the Summer semester, OR In degree candidacy status.

**Full-Time Study for University Fellows and Graduate Assistants.** All University Fellows and
Graduate Assistants receiving financial support must be enrolled as full-time students during the
period for which they are receiving support.

**Continuous Enrollment.** Continuous enrollment is defined as being registered in both Fall and
Spring if registering for course work. If a student has been admitted to either masters or doctoral
degree candidacy, continuous enrollment in candidacy status is required for the Fall, Spring and
Summer terms (only one term of registration is required in summer terms). Students must be
enrolled during the semester in which they wish to graduate.

**Course Loads.** Normally, the maximum number of credit hours that may be taken in a regular
semester is twelve (12). The maximum number of credit hours that may be taken in the Summer
session (both terms) is twelve (12), including research hours.

**Overloads.** A student who wishes to enroll in more than the maximum number of credit hours
must petition the unit dean to obtain permission.

**Auditing Courses.** Auditing at the graduate-level is available only to students who are enrolled in
a graduate program. A student who wishes to audit a course must obtain permission from the
course instructor and the director of the program in which the student is enrolled using the proper
form provided by the Office of the Registrar. Auditing a course will not satisfy a prerequisite for
a graduate course or a degree requirement.

**Transfer of Credit.** Earned graduate credit may be transferred from regionally accredited
institutions that offer advanced degrees. The number of semester hours transferable, upon
request, is six (6). Up to six (6) additional transfer hours may be petitioned, provided that these
additional hours are not credits earned by extension, thesis or practicum and provided also that
the residency requirement of 24 semester hours is maintained by the addition of University of
Louisville credits to the total program. Course work taken more than three years prior to the
student's application to a graduate program will not normally be considered for transfer; however, such requests will be reviewed by the Vice Provost for Academic Affairs upon
recommendation by the department chair and the unit dean. The course work being considered
for transfer must have been taken while the student was enrolled in an accredited graduate or
professional school and must be evaluated for transfer by the director of the graduate program in
which the student is seeking additional graduate work. Six (6) credit hours may be transferred
from a previously earned master's degree toward a doctoral degree or a second master's degree,
subject to the approval of the degree program and the unit dean. Hours earned toward a
culminating experience such as a thesis, practicum, or internship shall not be transferable to the second master's degree. Only courses in which the student earned grades of B or better will be considered for transfer. Hours and quality points earned at other institutions are not included in the calculation of a student's grade point average. Courses in which grades of P were earned must have the approval of the unit dean in order to be transferred. Transfers of credit from constituent schools and colleges of the University of Louisville are not subject to the above limitations on transfers but require the recommendation of the department chair and the approval of the unit dean. Upon approval of the graduate program, students may apply the coursework from no more than one certificate program towards a graduate degree program.

Satisfactory Progress. All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than 12 months will be considered to have withdrawn from the program. Students who seek to return after such a period of time must contact the graduate program director. Based on the request of the graduate program, the unit dean will consider the student for readmission. Satisfactory progress also requires maintaining the standards of academic and professional integrity expected in a particular discipline or program and, in some disciplines, may include demonstration of the ability to function as a professional practitioner. Failure to maintain these standards or demonstrate such abilities may result in the student's dismissal/termination from the program. Specific to the PhD program in social work, students undergo annual review of progress. This consists of the student meeting with their mentor at the end of each academic year to review academic progress and develop a corrective plan if satisfactory progress has not been made. Lack of satisfactory progress can result in dismissal/termination from the program, the process for which is discussed later in this document.

Degree Candidacy. Students enter Degree Candidacy upon completion of all coursework, qualifying exams, required research credit hours and other co-curricular requirements. Students who are enrolled in degree candidacy are considered full-time students. While in Degree Candidacy, it is the responsibility of both student and mentor to maintain contact to ensure continuous progress towards the completion of the degree. Although students must complete all required courses before entering Degree Candidacy, they have the option of taking additional specialized courses, e.g., courses offered by visiting or new faculty, while in Degree Candidacy (in those cases payment of both the candidacy fee and the course tuition will be required). When all other degree requirements are met, students may enroll in Degree Candidacy in order to meet the requirement that all students must be enrolled during the semester in which they wish to graduate. Degree Programs must inform the Vice Provost of Academic Affairs when students have met all requirements and are ready to enter Degree Candidacy. Once a student is admitted to candidacy, enrollment in Degree Candidacy status must be continuously maintained year round (i.e. Fall, Spring, and Summer) until the degree is awarded. The only exception to this policy of continuous enrollment is if the unit dean and the Vice Provost of Academic Affairs have granted the student a formal leave of absence. Once a student initially enrolls in Degree Candidacy, the Registrar will automatically enroll the student in Degree Candidacy until the student applies to graduate, with the exception of the following: 1) Failure to pay the candidacy fee will cancel a student's enrollment. 2) If a student has any type of hold on the account, the student will no longer be enrolled automatically in Degree Candidacy. To reestablish enrollment in Degree Candidacy, students will be required to pay the candidacy fee for each semester during
which candidacy was voided and/or not maintained. To restore Degree Candidacy, the student must contact the Director of Graduate Studies in their degree program.

**Time Limitations for Degree-Seekers.** Doctoral students have four years after passing the qualifying exams to finish all other degree requirements. While granting an extension of time is rare, requests for extension of time must be submitted in writing to the graduate program director of the student's department. Once reviewed by the department, the request is forwarded to the unit dean, and then to the Vice Provost for Academic Affairs with supporting documentation for review. Students must be considered in good standing for the request to be considered.

**Academic Standing.** *Good Standing.* A graduate student is in good standing as long as the graduate grade point average is 3.0 or higher on a 4-point scale. A student must be in good standing in order to receive a degree.

**Academic Probation.** Any student with a semester GPA below 3.0 will receive an academic warning from the Graduate School. A notification will be sent to the student as well the student's graduate program. Should a student's cumulative GPA fall below 3.0, the student will be placed on probation until the student regains a 3.0 average (which is required to graduate). Ordinarily students are not permitted to continue on academic probation for more than one semester, but upon request of the student's graduate program, the unit dean may submit a variance request to the Vice Provost for Graduate Affairs to approve continuation of academic probation beyond a single semester. Students on academic probation for more than one semester risk dismissal from the graduate program. The PhD program has the prerogative to establish more stringent criteria for which students may be placed on academic probation.

**Academic Dishonesty.** Plagiarism, cheating and other forms of academic dishonesty are serious violations of academic conduct and may result in permanent dismissal. Students are expected to be familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not a defense against the charge of academic dishonesty.

**Dismissal Policy (This is Kent School PhD Program policy not a graduate school policy).**

**Dismissal Review and Recommendation Process.** After a request from and consultation with the student’s advisor/mentor, the doctoral program director will appoint an ad hoc Academic and Professional Standards Review Committee consisting of 3 Doctoral faculty members, one of which is the student’s faculty mentor/advisor to make a recommendation regarding dismissal of the student from doctoral program when the student is exhibiting a pattern of unsatisfactory progress toward completion of the doctoral degree, has exceeded the time allowed for

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5 A doctoral faculty member is a Kent School faculty member teaching in the doctoral program and/or has been assigned to serve as a mentor to a doctoral student currently enrolled in the doctoral program

6 All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than 12 months will be considered to have withdrawn from the program. Satisfactory progress also requires maintaining the standards of academic and professional integrity expected in a particular discipline or program and, in some disciplines, may include demonstration of the ability to function as a professional practitioner. Failure to maintain these standards or demonstrate such abilities may result in the student’s termination from the program.
completion of the doctoral degree\textsuperscript{7}, has engaged in academic misconduct and/or dishonesty (i.e. cheating, plagiarism), is in poor academic standing\textsuperscript{8} and/or academic probation\textsuperscript{9} as defined in the current University of Louisville Graduate School Catalog.

The committee will make its recommendation to the doctoral program director and doctoral faculty within a month of being appointed based on a review of the student’s academic and professional development record including but not limited to his or her coursework, course grades, meeting deadlines/timelines for submitting concept papers and dissertation chapters, annual progress toward degree reports, any related e-mail communication, notes, and reports, interview with the student and faculty familiar with the student’s professional development and academic work. A majority of the doctoral faculty present at the meeting considering dismissal must vote to accept the committee’s recommendation for the student to be dismissed from the program. The faculty’s decision/vote will be reviewed by the doctoral program director and a recommendation will be made to the Dean for final action. It is expected that a final decision on dismissal will be made within two months from the time the ad hoc Academic and Professional Standards Review Committee is appointed to consider dismissal of a student from doctoral program.

**Leave of Absence.** If circumstances arise that may cause an interruption in graduate study a student may apply for a leave of absence by requesting such a leave from the unit dean. A requested leave cannot exceed one year; however, under extreme circumstances, a second, subsequent request may be granted by the Vice Provost for Graduate Affairs. Students must be considered in good standing for the request to be considered. A student may not be enrolled in the university during a leave of absence. A student on a leave of absence is not required to pay tuition, fees, or candidacy fees, but is not entitled to any services from the university during the leave, including mentorship from faculty. If a leave of absence is granted to a doctoral student in candidacy, the time limitation of completing all other requirements within four years after passing the qualifying examination shall be extended by the same time as the length of the leave. However, an appeal for an extension of this time limit, specifying the exact circumstances, can be included in the request for a leave or submitted as a variance request submitted to the department for their review and recommendation to the unit dean; the final decision rests with the Vice Provost for Graduate Affairs. No degree will be granted to a student on an official leave of absence. The student must re-enroll in the next term following the conclusion of the leave and be enrolled in the term in which a degree is granted. A leave of absence does not relieve a student from adherence to policies regarding residency and candidacy (except that the time limit for candidacy may be extended, as indicated in the previous paragraph).

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\textsuperscript{7} Doctoral students have four (4) years after passing the qualifying exams to finish all other degree requirements.

\textsuperscript{8} A graduate student is in poor standing when his/her graduate grade point average is below 3.0 on a 4-point scale or higher.

\textsuperscript{9} Any student with a semester GPA below 3.0 will receive an academic warning from the School of Interdisciplinary and Graduate Studies. A notification will be sent to the student as well the student's graduate program. Should a student's cumulative GPA fall below 3.0, the student will be placed on probation until the student regains a 3.0 average (which is required to graduate). Ordinarily students are not permitted to continue on academic probation for more than one semester, but upon request of the student's graduate program, the unit dean may submit a variance request to the Vice Provost for Academic Affairs to approve continuation of academic probation beyond a single semester. Students on academic probation for more than one semester risk dismissal from the graduate program.
Grades and Grading Policies

The GPA appearing on the University transcript at the end of each semester of enrollment will be the official GPA for determining academic standing. The GPA will be based upon all courses taken while the student is enrolled as a graduate student, including undergraduate courses. Courses taken at the 500-level and above will be counted as graduate courses. While possibly including undergraduate coursework, this transcript will determine the overall Graduate GPA. The program faculty and unit dean will monitor this Graduate GPA to ensure students maintain at least a 3.0 to remain in good standing.

Grading System. Graduate programs at University of Louisville utilize a plus/minus grading system. The following is the grading scale:

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<th>Grades</th>
<th>Quality Points</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
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<td>D-</td>
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<td>F</td>
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C Grades. The student's academic program may approve six (6) credit hours of coursework in which a grade of C+, C, or C-minus was received to count toward the completion of degree requirements. Approval of the Vice Provost for Graduate Affairs must be secured in order to count additional hours with any grade of C in any course that is part of the degree program. In no case may more than nine (9) credit hours of C be used to fulfill graduate degree requirements. Units or programs may choose not to permit any courses in which a grade of C+, C, or C-minus has been earned to be used in fulfillment of degree requirements. Although grades below C-minus will be calculated in the graduate student's grade point average, courses in which these grades have been earned will not be counted towards the fulfillment of degree requirements.

Other Grades. W - means Withdrew and carries no quality points. No student may withdraw from any course after the published drop date. In exceptional cases, the unit dean may grant a student's request to withdraw from courses because of illness or conditions beyond the student's control. Poor performance is not a valid reason to grant an exception. I - means Work in Course Incomplete. If the work is not completed by the end of next term, regardless of whether the student is enrolled, the I automatically becomes an F. X - means course work has not been finished because of the nature of the research or study involved, e.g., thesis or dissertation work. This grade is reserved for courses that by their nature extend beyond one semester. This grade may not be used for coursework that is confined to a semester but not completed by the student. Graduate students enroll in courses on a term basis. Graduate courses may not be extended beyond the enrollment term, except as noted for open-ended courses eligible for the X or deferred grade. An I grade does not extend the course, but rather extends the time a student has for completion of work assigned in the course. The I must be removed within one semester and the new grade assigned for the term in which the student was originally enrolled or the I is changed to an F.

Pass/Fail Grading Option. Each program has the discretion of extending a Pass/Fail option to any or all of its graduate students and graduate courses. When using the Pass/Fail option for graduate students enrolled in graduate courses, A+ through C-minus will be passing grades and D+ through F will be failing grades.

Changes of Grades. No changes of grades can be made without a request and explanation on the part of the faculty member giving the grade and the approval of the unit dean.

Missing Grades. All missing grades will be changed to failing grades one year after the completion of the semester in which the course was taken.
Repetition of Courses. A student who has received the grade of C (in a course that is a degree requirement), D or F may repeat that course upon the approval of the graduate program advisor and the unit dean. When a student repeats a course, the grade point average will be calculated on the basis of the last grade earned, although all previous grades will remain on the transcript.

Academic Related University Policies and Procedures

Student Grievance Officer. The University of Louisville Student Grievance Officer is a tenured faculty member who is responsible for informing students of their rights and obligations under the University Student Grievance procedure and especially the deadlines that have been established. The Grievance Officer will assist the student in efforts to achieve informal resolution in as many academic or non-academic complaints possible. One of the main goals of the Student Grievance Officer is to establish an understanding among students, faculty, staff and administration when there is conflict. Problems pertaining to grades, financial aid, University parking, housing, food services, registration, etc., may all be discussed with the Student Grievance Officer as a means of seeking direction for the pursuit of a resolution. Any aspect of the University that creates a problem for students is a matter of concern for the Student Grievance Officer. This service is available to all students. Voicemail is available (502) 852-6293 but email (j lhart01@louisville.edu) is the preferred method of contact.

Privacy of Student Records (FERPA). The University of Louisville hereby notifies students concerning the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading information. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, concerning alleged failures by the institution to comply with the Act. The University has adopted a policy which explains in detail the procedures to be used by the University for compliance with the provisions of the Act and the regulations adopted pursuant thereto. Copies of the policy can be obtained from the University Archives and Records Center, Ekstrom Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Director, University Archives and Records Center or visit the website at http://library.louisville.edu/home

Drug-Free Schools and Campuses. Drug-Free Schools and Crime Awareness, Campus Security Information Report 1993, and Communities Act Amendments of 1989. The University of Louisville is committed to protecting the safety, health and wellbeing of all students, faculty, and staff and other individuals in our workplace. As a recipient of federal grants and contracts, the university gives this notice to students, faculty, and staff that it is in compliance with the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V Subtitle D) and the Drug-Free Schools and Communities Act Amendment of 1989. Students, faculty and staff are herein notified of the standards of conduct that will be applicable while on university property, business, and/or at university-sponsored activities. This policy is incorporated and is a part of the official University of Louisville Policies and Procedures. This policy recognizes that student, faculty, and staff involvement with alcohol and other drugs can be very disruptive, adversely affect the quality of work or academic performance of student, faculty, and staff, pose serious health risks to users
and others, and have a negative impact on productivity and morale. As a condition of employment or enrollment, the university requires that students, faculty, and staff adhere to a strict policy regarding the use and possession of drugs and alcohol. The university encourages students, faculty, and staff to voluntarily seek help with drug and alcohol problems.

**Prohibited Behaviors.** Under university regulations, federal law, state law, and, in some instances, local ordinance, students, faculty, and staff are prohibited from the unlawful possession, use, dispensation, distribution, or manufacture of illicit drugs on university property, on university business and/or at university-sponsored activities. Under this policy, students, faculty and staff are required to abide by state laws concerning alcoholic beverages. Kentucky law (KRS 244.085) states that, if one is under the age of 21, it is unlawful to: Possess or consume alcoholic beverages, Misrepresent one’s age for the purpose of purchasing alcoholic beverages, or Use a fake ID in an attempt to purchase alcoholic beverages. It is unlawful for anyone of any age to: Procure any alcoholic beverages for anyone under 21 years of age, Drink or be intoxicated in a public place (Public Intoxication KRS 525.100). University campuses and buildings are considered as public places for purposes of these laws, except for a facility licensed to serve alcoholic beverages, and a facility used as a private residence, unless university regulations state otherwise. Ordinances of the Greater Louisville area parallel the state laws. The specifically defined standards of conduct, the disciplinary procedures, and the appropriate sanctions are detailed in the Code of Student Conduct, Personnel Policies and Procedures (PER-5.01), Staff Handbook (Disciplinary Action, page 8.2) and The Redbook. The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of our drug-free workplace to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job or academic performance deterioration and/or other accidents occur.

**Consequences for Violating This Policy.** Under university regulation, students who violate this standard of conduct are subject to student conduct action from a warning to expulsion from the University. Students who reside in university housing are subject to further conduct action that may vary from a warning to termination of their housing contract.

**Notice of Drug-Related Conviction.** In compliance with the Federal Drug-Free Workplace Act of 1988, any employee shall notify the immediate supervisor if the employee is convicted of a criminal drug offense occurring in the workplace or while on university business within five days of the conviction. The university shall take appropriate sanction and remedies in accordance within its policies. The provisions of this section are applicable to students who are employees of the university. If the employee is under a federal contract or grant, the university shall notify the contracting or granting agency of the conviction and of its actions. This section of this policy is also applicable to students who receive a Pell grant (federal grant).

**Training, Counseling, and Resources.** The University of Louisville is committed to the overall health and well-being of students, faculty, and staff and encourages a compassionate university. Required online sexual assault prevention and alcohol awareness training programs Consistent with federal law, UofL requires, as a condition of course registration, that all incoming students complete online sexual assault prevention training and, for students who will be under the age of 21 on the “add” deadline in the semester they matriculate at UofL, alcohol awareness training. Emails are sent to each student’s UofL email account (beginning about 5
weeks before their first semester begins) to provide specific directions for accessing the training programs. The sexual assault prevention course and alcohol awareness course are two separate programs. There is no fee for either program. Visit the Title IX website for more information.

Americans with Disabilities Act. The University of Louisville (UofL) is committed to providing equal opportunity for persons with disabilities. This commitment includes complying with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. UofL strives to maintain a barrier-free, welcoming environment for all qualified persons with disabilities. The university’s ADA Coordinator oversees the University’s compliance with the ADA and Section 504, and assists unit heads in meeting their equal opportunity obligations. The ADA coordinator is locate in the Dean of Students suite in the SAC: ADA Coordinator, Brian Bigelow, SAC-W301, (502) 852-5787. Formal complaints should be directed to the UofL ADA Coordinator, Brian Bigelow, (502) 852-8757, or brian.bigelow@louisville.edu. Internal student complaints alleging non-compliance with the ADA and/or Section 504 should follow the university's complaint procedure.

Severe Weather Policy. Official announcements related to cancelled or delayed classes will be posted on the U of L website and announced via the local media. Kent School will post their own announcement on the Kent School website and the Associate Dean of Academic Affairs will send an e-mail to all students. If the weather or road conditions pose a serious hazard to your commute to class, use your own judgment as to whether or not you should make the trip. If you decide not to attend class, it is important that you inform your instructor of your decision and explain the situation as it pertains to your region. If the class is held (and you are absent due to your judgment to not travel to class), you are responsible for making up all assignments and collecting class notes/handouts. It is possible that if you have missed a significant in-class activity, the instructor may request you do a make-up activity to account for the exercises/experiences you missed in class. If the entire class is cancelled due to weather or road conditions, the instructor will decide how best to make up the material that was scheduled for that cancelled class. This could include an extra class session sometime during the semester, adding some time to subsequent class(es), use of Blackboard, etc.

University Resources, Services, and Facilities

University Libraries
The extensive library system at the University of Louisville is designed to support undergraduate and graduate research; broad, university scholarship; and student and faculty success. To these ends, the University Libraries provide services ranging from materials check-outs, research assistance, inter-library loans and course reserves to loans of laptops, camcorders and flash drives. The libraries also provide study spaces, meeting rooms and presentation spaces. The library houses UofL resources like the Writing Center, the Delphi Center, and the Teaching Innovation Learning Laboratory (TILL). The University Libraries consist of: Ekstrom (Main) Library, Archives and Special Collections, The Margaret Bridwell Art Library, The Louis Brandeis Law Library, The Dwight Anderson Memorial Music Library, and The Kornhauser Health Sciences Library (http://library.louisville.edu).
University Writing Center
The University Writing Center serves students, faculty, and staff. Support is provided with the writing process from getting started with an idea to working on a first draft, to revision and copyediting (http://louisville.edu/writingcenter/)

University Archives and Records Center
The University Archives is a research repository of national significance. It contains primary sources relating to the university, Louisville, and the nation. It attracts students, faculty, and scholars from Louisville, from elsewhere in the United States, and from other countries. It collects, preserves, and makes available for research historical manuscripts, oral history interviews, and other primary research materials, and thus serves as a research laboratory for humanists, social scientists, and others. Its collections include nineteenth and twentieth-century records of area businesses, cultural organizations, social service agencies, and churches; personal papers of politicians, scholars, members of the Jewish and African-American communities, women, and other prominent and representative Louisvillians; and publications, papers, and photographs documenting the history of the university. Students with class projects, theses, or dissertations requiring primary sources are invited to consult this office.

Information Technology Services
The Office of Information Technology (IT) offers numerous technology and computing solutions in support of University of Louisville’s teaching, research and service missions. Serving students, faculty and staff, IT maintains campus wired and wireless networks and delivers enterprise administrative and academic applications. More information concerning IT services can be found at http://louisville.edu/its/ IT offers secure, unlimited data storage free for faculty, staff and students via CardBox. A CardBox account lets you synchronize and backup all of your personal files plus collaborate, securely share and edit easily with other UofL users. See louisville.edu/it/cardbox for information on how to sign-up for an account.

For discounted and free software: https://shibboleth.louisville.edu/idp/profile/SAML2/Redirect/SSO?execution=e2s1
Sign in with your UofL userID and password.

IT’s HelpDesk assists the University of Louisville community daily with regard to technology questions and issues. The IT HelpDesk can be reached at http://louisville.edu/its/get-help/its-helpdesk for online assistance (chat, incident tickets, self-help) or at (502) 852-7997. Additionally, IT provides free, 1:1 walk-in technology help for students, faculty and staff. Their iTech Connect team, located in the lower level of the Miller IT Center on Belknap campus, can troubleshoot various technology problems like wireless connections, antivirus protection and digital device management.

International Center
The International Center is comprised of two offices, the Office of Study Abroad and International Travel and the International Student and Scholar Services (ISSS) office. The International Center develops and promotes global efforts that is inclusive of the campus and local community in conjunction with the internationalization goals of the University. The International Center focuses on increasing international students and scholars at UofL; providing
programming that serves this vital population; expanding cultural competency through increasing
the number of students participating in education abroad programs; facilitating student and
faculty international research and travel efforts; and providing quality services in support of
these and other global initiatives. For more information, contact one of the International Center’s
offices at isss@louisville.edu or edabroad@louisville.edu. You can also visit the website
at http://louisville.edu/internationalcenter

Counseling Center
The mission of the Counseling Center is to provide services and programs that support the
psychological well-being, holistic development, and retention of University of Louisville
students. The Counseling Center provides short-term individual, group/workshop, and couples
counseling, outreach, urgent consultation, and psychological testing for currently enrolled
students (psychiatric/medication services are provided by Campus Health). Services have been
provided for a variety of areas of concern, including psychological, personal/social, academic,
and career issues. There is a fee for psychological testing, but all other services are covered by
your student fee. Services are confidential to the limits provided by law. The Counseling Center
is committed to diversity in the provision of services and in supporting the University
community, while honoring the unique needs and concerns of individuals and traditionally
underrepresented groups. The Counseling Center is located at Cardinal Station, 215 Central Ave,
Suite 201 (Second floor). Phone # (502) 852-6585. The Center is open Monday–Friday from
8:00 am–5:00 pm and provides urgent consultations on a walk-in basis from 8:30 am–4:30 pm.
The Center honors all University Holidays, closings, and delayed starts, and is closed on Oaks
Day. There is free parking, and it is located along the 94 Shuttle route.
(http://louisville.edu/counseling)

Campus Health Services
The Campus Health Service provides medical and psychiatric services to undergraduate,
graduate and professional students. Services include primary care, psychiatric, travel medicine
and nutritional consults as well as allergy injections, immunizations, sports physicals and
diagnostic testing. Although all students are encouraged to call for appointments, walk-in and
same day appointments are generally available at both locations. Charges for medical services
are applied to the student’s insurance and/or health fees. Students are responsible for any balance
not covered by insurance or fees. Psychiatric services are covered through student fees. There are
two Campus Health Center locations located on Belknap Campus, Cardinal Station, 215 Central
Ave. Suite 110 (502) 852-6479 and at the Health Sciences Center, Health Care Outpatient Center
(HCOC), 410 E. Chestnut St. Suite 110, (502) 852-6446.

Health Insurance and Health Fees
All students enrolled for at least six hours are charged the Primary Care Health Fee (PCHF)
which can be waived within thirty days of the first day of class with proof of health insurance.
The fee entitles students to basic services at the health centers such as examinations and allergy
injections. This fee is not health insurance and does not provide for specialty care,
hospitalization, x-ray or laboratory services. The PCHF fee can be waived with proof of health
insurance or used as a supplement to the student’s insurance. All students enrolled in a program
of study that requires them to train in the University’s affiliated teaching hospitals are required to
carry major medical insurance and pay a non-waivable Health Professionals Health Fee (HPHF).
Students in these programs are charged for the university-sponsored insurance plan but may waive it with proof of alternate coverage. For additional information about Campus Health Fees, visit [http://louisville.edu/campushealth/information/fees/primary-care-health-fee](http://louisville.edu/campushealth/information/fees/primary-care-health-fee) or make an appointment to visit the Campus Insurance Advocate at Cardinal Station, 215 Central Ave. Suite 110, (502) 852-6519. Students may also contact the Insurance Advocate at stuins@louisville.edu.

**Office of Health Promotion and Education**

Health Promotion, a division of Campus Health Services, provides a variety of wellbeing programs, services, and resources including yoga, chair massage, stress resilience workshops, drop-in guided meditations, flash nap workshops, free & anonymous HIV testing, sexual health and consent workshops, safer sex supplies, healthy eating on campus, cooking workshops, and U-fit coaching. The Office of Health Promotion and Education is located at the Student Activities Center, 2100 South Floyd Street, room W309 (502) 852-5429. [http://louisville.edu/healthpromotion](http://louisville.edu/healthpromotion)

**Disability Resource Center**

The Disability Resource Center coordinates services and programs for students and prospective students with disabilities. Accommodations and support services are individualized, depending on the needs of each student. Services and programs are designed to assure access for qualified students with disabilities to all programs and activities of the university. Students are strongly encouraged to make early contact with the Disability Resource Center to assure adequate time to implement support services. The Disability Resource Center can be contacted at (502) 852–6938 or at [http://louisville.edu/disability](http://louisville.edu/disability).

**Tips & Resources for successful navigation through doctoral studies/program**

**Know Your Responsibilities.** It is the responsibility of the graduate student to become familiar with and observe all policies and requirements of the Graduate School and Kent School of Social Work. Policies, procedures, and requirements are subject to change. It is the responsibility of the graduate student to keep themselves apprised of current regulations. All students must respond to official notices issued by administrative offices and instructors, whether these notices are posted on official bulletin boards or sent through postal or e-mail. A student's status is not dependent upon a written notification but is a consequence of circumstances in the admission process and the student's academic performance. Written notification is simply a verification of status.

**Stay in Contact with the Doctoral Program.** Always check with the doctoral program’s office to see if your questions can be answered. If you were rewarded an assistantship and have questions about payroll; you should see Elana Nance in Oppenheimer Hall. She can be reached at 852-0418 or e.nance@louisville.edu. If you were awarded a fellowship, minority assistantship or another type of award, you would need to contact the Graduate School at 852-5882. If you have questions or problems with your student insurance, you need to contact Camille Smith at 852-6519 or camille.smith@louisville.edu.

**Use your UofL e-mail for all correspondence related to your doctoral studies.** Kent School administration, faculty and staff as well as the University’s Bursar’s office, Registrar’s office and
Financial Aid office ONLY communicate with students via their university email accounts. Personal e-mail accounts will NOT be used. It is very important that students use their university e-mail accounts and check their e-mail on a regular basis. This is the best way to stay connected with the school and to be informed of any important issues. You need to use your UofL email address, but you can make it easier on all of us if you set it up as: firstname.lastname@louisville.edu. For more information about setting up your e-mail address, etc., visit https://docushare.louisville.edu/dsweb/View/Collection-4673

Change of Name, Address, Phone Number. It is the student’s responsibility to contact the Kent School and the Registrar’s Office to update contact information. Please change this information online through ULink (http://ulink.louisville.edu) and email the Kent School doctoral program to update any change in your contact information, i.e., last name, address, phone number.

Become familiar with ULINK. This page will answer almost any question you have regarding your courses, bills, etc. The link for this page is: https://ulink.louisville.edu/psp/ps/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST

Become familiar with your BLACKBOARD page. Your BLACKBOARD page has information regarding doctoral courses, procedures for registration, etc.

Become familiar with resources at UofL such as the following:

Student Handbook
http://louisville.edu/dos/students/studentpoliciesandprocedures/student-handbook

Financial Aid

Tuition
http://www.louisville.edu/vpf/bursar/student/tuition.htm

Parking
http://louisville.edu/parking

Cardinal ID Card
http://louisville.edu/campuscard

Graduate Catalog
https://catalog.louisville.edu/graduate/

Graduate School (PLAN Professional Development)
http://louisville.edu/graduate/plan/

Human Subjects Protection Program (IRB Process)
https://louisville.edu/research/humansubjects
### Forms

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Who Completes Form</th>
<th>Purpose of Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop/Add Form</td>
<td>Student</td>
<td>Dropping/Adding a course after registration deadline. This form is on the student’s page and in Ulink.</td>
</tr>
<tr>
<td>Variance Request Form</td>
<td>Director</td>
<td>A variance request is an on-line form used for multiple purposes: i.e. taking more courses than allowed, medical leave.</td>
</tr>
<tr>
<td>Request for Travel</td>
<td>Student</td>
<td>Anytime a student travels in the name of the university, this form must be completed.</td>
</tr>
<tr>
<td>GA Workload Waiver Form</td>
<td>Director</td>
<td>If on an assistantship or a fellowship, this form must be completed by the Director to get permission for the student to work.</td>
</tr>
<tr>
<td>Independent Study Form</td>
<td>Student</td>
<td>Students must complete this form and have it approved by their mentor, supervising faculty, and PhD program director prior to enrolling in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Study, Research and/or Teaching Practicum.</td>
</tr>
<tr>
<td>Completed Coursework Signature Form</td>
<td>Student, Professor and Director</td>
<td>This form must be completed before students take comprehensive exam to show all coursework is completed and a final grade has been earned and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is on the transcript.</td>
</tr>
<tr>
<td>Results of Ph.D. Comprehensive Exam</td>
<td>Doctoral Office</td>
<td>This is an on-line form that the doctoral office completes when the student passes the comprehensive exam.</td>
</tr>
<tr>
<td>Graduate School Dissertation Advisory Committee Appointment</td>
<td>Dissertation Committee</td>
<td>A form indicating the appointment of the 5-member dissertation committee.</td>
</tr>
<tr>
<td>Approval of Dissertation Proposal</td>
<td>Dissertation committee</td>
<td>This form is completed by the dissertation committee when it approves the student’s dissertation proposal.</td>
</tr>
<tr>
<td>Form Name</td>
<td>Responsible Party</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Schedule Final Oral Defense</td>
<td>Doctoral office</td>
<td>This on-line form is completed notifying the Graduate School that the date and time for the oral defense of the dissertation is scheduled.</td>
</tr>
<tr>
<td>Warrant of Dissertation</td>
<td>Doctoral Office</td>
<td>This form is submitted to the Graduate School once the student passes the dissertation defense.</td>
</tr>
<tr>
<td>Title Page Dissertation</td>
<td>Student</td>
<td>Students type this form and turn into Graduate School and copy to doctoral office.</td>
</tr>
<tr>
<td>Signature Page</td>
<td>Student</td>
<td>Students type this and get this signed by committee members after defending dissertation to be turning into Graduate School and copy to doctoral office.</td>
</tr>
<tr>
<td>Request to Withdraw</td>
<td>Student</td>
<td>This form is submitted to the Graduate School by the student requesting withdrawal from the doctoral program and University.</td>
</tr>
<tr>
<td>Progress Towards Degree</td>
<td>Student and Mentor</td>
<td>This form is completed jointly by student and his/her mentor annually indicating student’s progress towards completing the doctoral degree.</td>
</tr>
</tbody>
</table>
# U of L Web Registration Worksheet

## Drop/Add and Grade Type Change Form

Register via the web through ULink at:

[Link to ULink]

The system will prompt you to enter information.

### NAME

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Student ID</th>
<th>Last</th>
<th>First</th>
<th>Mi</th>
</tr>
</thead>
</table>

### Special Permission for Time Conflict and/or Closed Classes

#### Closed Classes and Time Conflicts

Students are strongly encouraged to arrange their schedules to include only available classes. However, if you find it necessary to pursue the possibility of enrolling a closed class, you must request permission to be placed on the wait list from [List of Instructors](http://example.edu/section/register.html).

To enter a class in time conflict, you must have written permission from one of the instructors of the classes in conflict.

Students who receive permission for closed class sections may register on the web if that permission has been entered into the system by the person granting permission.

If you receive written permission for a time conflict in a closed class, you may proceed that permission form in the Registrar's Office (see the notation schedules for hours of operation).

#### Permissions

- **Permission to take a Course for Audit or Pass/Fail:** Complete this form and obtain all signatures required by your enrollment school and the school offering the course. Approval of this form is subject to requirements and deadlines of the enrollment/academic units.

- **Permissions to take a Course for Credit:** Complete this form and obtain all signatures required by your enrollment school. The form must be submitted to the Registrar's Office (Room 101) by the deadline listed on the calendar in the Schedule of Courses.

---

### Example Table

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
<td>8:00</td>
<td>Jane Smith</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>10:00</td>
<td>John Doe</td>
</tr>
<tr>
<td>3</td>
<td>History</td>
<td>12:00</td>
<td>Emily Johnson</td>
</tr>
</tbody>
</table>

---

**Advisor's signature (if required):**

**Dean's signature (if required):**

**Student's signature:**
Variance Request Form

Student Information

Student ID Number: 

Student Name: __________________________  Student Email: ____________________

Program Plan: __________________________

Graduate Program Director: __________________________

Type of Variance Requested: __________________________  Other (if selected) __________________________

If Admission is selected above: __________________________  Other (if selected) __________________________

Dates if applicable from: __________  To: __________

Rationale: __________________________

Student Signature __________________________  Date __________________________
Graduate Program Director/Chair Approval

- Approved
- Rejected

Comments:

Graduate Program Director/Chair Signature

Date

Unit Dean Review

- Approved
- Rejected

Comments:

Unit Dean Signature

Date

Vice Provost Review

- Approved
- Rejected

Comments:

Vice Provost Signature

Date
Kent School of Social Work
Doctoral Program
Individualized Studies Form

Student Name: ____________________________

You must submit this form in hard copy with the title limited to 25 characters and spaces.

Title of Proposed Study ____________________________
Limited to 25 characters and spaces

Semester & Year, e.g. Fall 2009 ________________

Instructions to Student

After you meet with the faculty mentor with whom you want to study and have agreement on the nature and scope, you must follow these directions before you will be cleared to register for the study.

All proposals must be approved by the student's advisor and faculty mentor with whom study is planned and the Ph.D. Program Director. You should begin developing your proposals well in advance of the registration deadline, as you will not be allowed to register for these courses until the proposal process and this form are completed.

Please attach to this form a 2-10 page description of your proposed study using the six subheadings below. The Title of Proposed Study will appear on your transcript, e.g. Special Topics: Program Evaluation. This may be very important to you later on when you apply for faculty positions.

1. **Rationale:** What is the rationale/relevance to your educational goals and why do you need this individualized study rather than an established course?

2. **Procedure:** How will goals be pursued? Please elaborate in some detail, including frequency and duration of contacts with faculty mentor.

<table>
<thead>
<tr>
<th>Course #</th>
<th># Cr. Hrs</th>
<th>Student's Empl ID</th>
<th>Faculty Mentor's Name</th>
<th>Faculty Mentor's Empl ID from back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Practicum</td>
<td>762</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Practicum</td>
<td>763</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARDA III</td>
<td>771</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>797</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Topics (Use 798-80 for DLLS)</td>
<td>798</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Hours</td>
<td>799</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Products:** What products (interim and final) will you produce?

4. **Evaluation:** How your work will be evaluated, i.e. when appropriate, an article submitted to a juried journal for publication.

5. **Bibliography:** An initial list of material to be studied, acknowledging that you will surely complete your study with a much-expanded bib.

6. **Tasks and Timeline:** What are the major tasks and dates for completing the study?

Student’s Signature & Date ________________________________

Mentor for Above Activity, Signature & Date ________________________________

Student’s Advisor or Chair’s Signature & Date ________________________________

Ph.D. Program Director’s Signature & Date ________________________________
GA Workload Waiver

by Welch.Shane — last modified Apr 19, 2016 03:00 PM

Request for waiver of 20-hour work rule for Graduate Assistants

Graduate assistants who are receiving a stipend, whether in the form of a University Fellowship, Externally Funded Fellowship, Graduate Research, Teaching or other Assistantship are limited to working 20 hours per week work on the projects designated by the stipend award. However, students may be eligible to work an additional 9 hours per week, with the possibility to earn income for the work, if certain conditions apply. The maximum additional time commitment is 9 hours per week, in addition to the work performed for the GA stipend. However, international students who have a F1 VISA are not eligible for this waiver, and are limited to working no more than 20 hours per week.

The Dean of the School of Interdisciplinary and Graduate Studies must approve requests for students to perform additional work, based upon the information requested below. The Chair of the student's department or the Graduate Program director must complete the following form, which will be forwarded automatically to the School of Interdisciplinary and Graduate Studies. If the request is approved, the Office of Payroll and the person who initiated the request will be notified.

Name of Person Submitting This Request

Title

Program/Department

Your E-Mail Address
norma.kyriazis@louisville.edu

Name of Student

Student ID

http://louisville.edu/graduate/forms/ga-waiver-request/
COMPLETED COURSEWORK & COMPREHENSIVE EXAM COMMITTEE SIGNATURE FORM

I, __________________, have completed all my course requirements for the PhD program.

The following faculty members have agreed to serve on my comprehensive exam committee.

1. Committee Chair __________________
   Signature __________________

2. Member __________________
   Signature __________________

3. Member __________________
   Signature __________________

My exam is scheduled for ____________________.

______________________________
Signature of Student

______________________________
Date
Info:

Results of Ph.D. Qualifying/Comps Exam Form

by Welch Shane — last modified Sep 10, 2014 09:54 AM

Student ID

Name  Name of the Student

Major  Anatomical Science and Neurobiology - Ph.D.

Date of Exam
YearMonthDay  -- / -- / --

Results  Please pick one
○ Passed
○ Failed

Comments Optional

Submitted By  Graduate program director or Department Chair

Your E-Mail Address
norma.kyriass@louisville.edu

Submit

Approval of Dissertation Proposal

The dissertation proposal prepared by

STUDENT’S NAME

Has been approved by this committee

_____________________________________
Chair of Dissertation Committee

_____________________________________
Dissertation Committee Member

_____________________________________
Dissertation Committee Member

_____________________________________
Dissertation Committee Member

_____________________________________
Dissertation Committee Member

_____________________________________
Dissertation Committee Member

_____________________________________
Doctoral Candidate

_____________________________________
DATE

Dissertation Proposal Approvals
School of Interdisciplinary and Graduate Studies
Thesis/Dissertation Advisory Committee Appointment

To: Unit Dean
   Cc: Dean of the School of Interdisciplinary and Graduate Studies

Date: ________________________________

Student Name: ____________________________
SID#: ________________________________
Department: ____________________________
Major Subject Field: ____________________________
Degree: M.A., M.S., Ph.D., Other (specify): ____________________________

Proposed Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Masters committee requires 3 members, Doctoral committee requires 4 members)

By signing above, each of the faculty members agrees to serve on the advisory committee.

Advisory committee members must be certified by their unit to participate in Graduate education.

The above named faculty members are hereby appointed to act as the Advisory Committee for the student named above.

Department Chair

Date

Unit Approval

Date
Request to Schedule Final Oral Defense Form

by Welsh Shanks — last modified Oct 26, 2016 11:18 AM

To schedule a student's final oral defense, complete this form. When submitted, a copy of the form will be emailed to the School of Interdisciplinary and Graduate Studies, the student, and the individual submitting the form.

Please submit this completed form no later than two weeks before the oral defense is to be scheduled.

Do not press the enter key until you are ready to submit the form. Use the tab key to navigate through the form fields.

***** This form is to be submitted by the student's department only! *****

Student Information

Student ID

Name: Name of the Student

Student Email

Department: [Acupuncture Science/Neurobiology]

Major Subject: [Acupuncture Science and Neurobiology - AD]

Degree: [Doctor of Audiology - DAUD]

College or School: [AAS & Licenses]

Thesis/Dissertation Information

Title of Thesis/Dissertation

Date and Time of Examination

Month/Day/Year/Time: [ ] [ ] [ ] [ ] [ ] [ ] AM/PM

THE ROLE OF SOCIAL SUPPORTS ON THE FINANCIAL TOXICITY OF CANCER

By

Lisa C. Smith
B.A., University of Nevada, Reno, 1994
B.S., University of Nevada, Reno, 1997
M.S.S.W., University of Louisville, 2013

A Dissertation
Submitted to the Faculty of the
Raymond A. Kent School of Social Work of the University of Louisville
In Partial Fulfillment of the Requirements
For the Degree of

Doctor of Philosophy
in Social Work

Raymond A. Kent School of Social Work
University of Louisville
Louisville, Kentucky

And

College of Social Work
University of Kentucky
Lexington, Kentucky

May 2019
DOING PLACE:
A FRAMEWORK FOR INTERPRETING YOUNG ADULTS’ COMMITMENTS
TO APPALACHIAN KENTUCKY

By

Jeanelle Susanne Sears
B.A., University of Louisville, 2005
M.Sc., Brunel University, 2009
MSW, University of Vermont, 2011

A Dissertation Approved on

April 12, 2019

By the Following Dissertation Committee:

(Thomas Lawson) Co-chair

(Leedly Harris) Co-chair

(Martin Hall)

(Hee Hyul Moon)

(Marie-Antoinette Soeou)
Kent School of Social Work  
University of Louisville

Warrant of the Dissertation Committee of Student's Status upon Completion of the Oral Defense of the Dissertation

To: Bibhuti K. Sar, Director, Ph.D. in Social Work,  
University of Louisville

From: Chair of Student's Dissertation Committee:

Date:

Following the Oral Defense of the Dissertation of NAME OF STUDENT, the Student's Dissertation Committee (below) warrants that the student concluded the Oral Defense of the Dissertation with the following grade: Approval in Present Form

Title of Dissertation:

Chair

Committee Member

Committee Member

Committee Member

Committee Member

University of Kentucky

Approval of Director of Doctoral Program

Bibhuti K. Sar, Ph.D.,
Request to Withdraw from Graduate Program

By [Name] — last modified Oct 26, 2016 11:32 AM

Student Information

Student ID

Name of the Student

Your E-Mail Address

Department  Accounting

Major Subject  Anatomical Science and Neurobiology

Degree  Doctor of Audiology - DAUD

College or School  Arts & Sciences

Date of Submission

Year/Month/Day

Term Effective

Advisor Name

Advisor Email

Name of Director of Graduate Studies

Email of Director of Graduate Studies

List below any courses you need to withdraw from. If none, type N/A

http://louisville.edu/graduate/forms/request-to-withdraw-from-graduate-program  10/17/2016
Doctoral Student Progress Towards Degree Report
Kent School of Social Work

Student’s Name: _______________________________________________

Date: _____/______/_______

Year Entered Doctoral Program at Kent School: _________________________________

Faculty Mentor: ____________________________________________________________

Academic Year Evaluated (Circle One): YR1 YR2 YR3 YR4 YR5 YR6 YR7

Progress Towards Degree: Satisfactory Unsatisfactory (Please elaborate on your rating below):

Evaluation of Teaching Duties (if Graduate Teaching Assistant):

Student’s Comments:

Remedial Action Plan (if progress is unsatisfactory): 

Faculty Mentor Signature: ___________________________________ Date: __________

Student Signature: ___________________________________ Date: __________

Doctoral Program Director Signature: _________________________ Date: __________

Oppenheimer Hall • University of Louisville • 2217 S. 3rd Street, Louisville, KY 40292
Requesting Travel Funds from the PhD Program

Students requesting Kent School funds to travel for conferences and meetings are required to submit a Kent School Travel Estimation form. Please contact the PhD Program Office for access. There are limited funds annually for this purpose; students are strongly advised to plan in advance for these requests and seek additional funding from other sources such as the Graduate School Travel grants (https://louisville.edu/graduate/gsc/travel-grants).

Students with grant or scholarship funding that supports travel can submit their own University of Louisville Travel Estimation forms online and also use the University’s travel service to arrange flights, hotels, rental cards, etc. They will need to have the associated funding speedtype in order to proceed. Note that international travel requires additional documentation. Please contact the PhD Program Office for assistance if needed.

Anthony Travel (uses the Concur Travel and Expense Tool):
https://louisville.edu/finance/controller/acctops/travel

University of Louisville Travel Estimation Form (instruction guide):
https://businessoperations.louisville.edu/hc/en-us/articles/360037624873-Travel-Estimation-Expense-Form

Please contact the PhD Program Office for the Kent School travel form.
Academic Performance Review Policies & Procedures

Kent School of Social Work PhD Program

Purpose

In accordance with academic performance policies per the academic standards set by the University of Louisville’s Graduate School, students must maintain a B (3.0) or better GPA to be considered in good academic standing and must not receive more than two C grades.

Criteria for Academic and Professional Standards Review

The criteria for academic and professional standards reviews is as follows:

1) Any student who receives a failing grade for a course;
2) Any student whose cumulative grade point average falls below a 3.0;
3) Students who have one C grade;
4) Students who have more than 1 incomplete in one semester;
5) Any student alleged to have engaged in academic dishonesty or plagiarism.
6) Apart from reviews based on GPA, any faculty member may recommend a review of any student at any time who is perceived to be in academic difficulty or who is alleged to have engaged in unprofessional behavior, inappropriate conduct in violation of the NASW Code of Ethics or the Student Impairment Policy, Code of Students Rights and Responsibilities, or academic dishonesty or plagiarism.

Student unresponsiveness to a request for a required academic review is grounds for dismissal from the Kent School.

The Academic and Professional Standards Review Committee

The Academic and Professional Standards Review Committee is composed of 3 faculty members with experience in teaching and/or mentoring Kent PhD students and appointed by the PhD program director. This committee is intended to serve in a problem-solving capacity and is not devised to be adversarial. The function of such a committee will be to:

1) Review identified academic problems.
2) Determine the veracity of allegations of academic dishonesty or plagiarism.
3) Review concerns with student conduct that is contrary to the guidelines for professional conduct for social workers as specified in the Code of Ethics of the National Association of Social Workers, the Student Impairment Policy, or the Code of Students Rights and Responsibilities.
4) Recommend to the PhD Program Director a course of action that arrives from Committee deliberations with the student. The committee will write and submit a report of findings with recommendations to the PhD Program Director once the review is held.
Committee Procedures

1) Written referrals for review are sent by the concerned faculty member to the PhD program director. The referral should indicate specific concerns.
2) The PhD program director will notify students via email if academic reviews are needed.
3) The Academic and Professional Standards Review Committee of the PhD program will convene if it is necessary to review the performance of a student. Reviews are held on an as-needed basis as determined by the PhD Program. Present at the meeting should be the student and the committee. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the committee to present that information. These parties external to the deliberation will be present only to present and discuss their relevant information. After a discussion about the expressed concerns, the committee will continue to meet with the student to formulate possible remedies, if needed.
4) The Academic and Professional Standards Review Committee of the PhD program will submit a written summary of the findings and recommendation to the PhD program director.
5) The PhD program director will notify the student and the faculty making the referral of any resulting decisions of the committee recommendations in a timely manner. The PhD program director may choose to modify this process if the seriousness of the concern so indicates (e.g., the incarceration of a student for a serious crime) or with the approval of the faculty and student.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Average</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The quality of the substantive content (background and significance, theories, research, policies, practice and ethics).</td>
<td>The presentation of content was current and comprehensive in all areas of this criterion. The writer exceeded my expectations in this regard.</td>
<td>The content was current and comprehensive in all areas of this criterion. The writer met my expectations in this regard.</td>
<td>The content appeared thin, inaccurate, or dated in one or two areas of this criterion.</td>
</tr>
<tr>
<td>2 The ability to think critically about the substantive content.</td>
<td>The student demonstrated exceptional skill conceptualizing, synthesizing, integrating, and analyzing content related to the field of study. The writer presented impressions or conclusions that were well supported by data. The writer exceeded my expectations in this regard.</td>
<td>The student demonstrated skill conceptualizing, synthesizing, integrating, and analyzing content related to the field of study. The writer met my expectations in this regard.</td>
<td>Student's ability to conceptualize, synthesize, integrate, and analyze content related to the field of study was not evident. Few impressions or conclusions were presented that move beyond the current knowledge base.</td>
</tr>
<tr>
<td>3 Preparedness for independent and systematic scholarship.</td>
<td>The direction of the student’s scholarship is explicit, clear, important, and clearly builds upon a scholarly body of work. The writer exceeded my expectations in this regard.</td>
<td>The direction of the student’s scholarship is not clear, but several options appear feasible and the student’s mastery of the basic definitions and processes that constitute the scientific process is adequate.</td>
<td>The direction of the student’s scholarship was unclear. The student did not demonstrate mastery of the basic definitions and processes that constitute the scientific process.</td>
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<td></td>
<td>Oral Examination</td>
<td>4</td>
<td>Ability to articulate content from written paper.</td>
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<td>5</td>
<td>Ability to answer questions posed by committee members.</td>
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<td></td>
<td></td>
<td></td>
<td>The student presented content of the written examination succinctly and clearly. The presentation exceeded my expectations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The student presented content of the written examination succinctly and clearly. The presentation met my expectations.</td>
</tr>
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<td></td>
<td>The student presented content of the written examination, but appeared to lack confidence or relied heavily on visual prompts.</td>
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<td>The presentation of the written examination was somewhat inconsistent with the written work, critical elements were missing, or the presentation was poorly organized or delivered.</td>
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<tr>
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<td>The student was unable to present the information clearly.</td>
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<td></td>
<td>The student answered questions comprehensively and insightfully with no prompts.</td>
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<tr>
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<td></td>
<td>The student answered questions comprehensively and insightfully with minimal reliance on prompts.</td>
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<td></td>
<td>The student answered questions adequately with no prompts.</td>
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<td>The student answered questions adequately with the assistance of prompts.</td>
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<tr>
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<td></td>
<td>The student was unable to answer the majority of question with or without prompts.</td>
</tr>
</tbody>
</table>
Relevant Tuition Remission Policy If Teaching Courses at UofL

Some of you may be considering teaching social work courses while working on your dissertation or may be currently teaching. You may be seeking tuition remission or wanting to know if you are eligible for tuition remission. There are some specific regulations and policies that must be followed and met in order for employees to receive tuition remission at the University of Louisville.

University of Louisville’s Human Resources website:
https://sharepoint.louisville.edu/sites/policies/library/SitePages/Human%20Resources/Tuition%20Remission.aspx

Please do not automatically assume that you are eligible for tuition remission because you are teaching. UofL has specific policies that guide eligibility.

Below are the sections that may be most relevant to you as a PhD student who may be teaching a course now or in the future and would be interested in receiving tuition remission. The bolded section below is #3 in Section A (Tuition Remission for Employees).

A. Tuition Remission for Employees

1. All regular/provisional 80% FTE or above employees are eligible to take up to two courses (not counting associated labs as separate courses) for up to eight credit hours at the University of Louisville (UofL) tuition free each semester, i.e., spring semester, summer semester, and fall semester, not to exceed 18 credit hours per year. These hours may not be accumulated. The individual must be a regular or provisional 80% FTE or above employee of UofL on the first day of class for the semester as determined by the Registrar to be eligible for this benefit.

2. All regular/provisional employees working at least 40% FTE but less than 80% FTE are eligible to take up to one course (not counting associated labs as separate courses) for up to four credit hours at UofL tuition free each semester, i.e., spring semester, summer semester, and fall semester, not to exceed nine credit hours per year. These hours may not be accumulated. The individual must be a regular or provisional 40% FTE or above employee of UofL on the first day of class for the semester as determined by the Registrar to be eligible for this benefit.

3. Contract faculty working at least 40% FTE are eligible to take up to one course (not counting associated labs as separate courses) for up to four credit hours at UofL tuition free each semester, i.e., spring semester, summer semester, and fall semester, not to exceed nine credit hours per year. These hours may not be accumulated. The individual must be a contract faculty working at least 40% FTE or above on the first day of class for the semester as determined by the Registrar to be eligible for this benefit.*

4. Active duty military personnel assigned to a UofL ROTC Detachment shall be construed as regular/provisional employees, as provided in paragraphs 1 or 2 above, for the purpose of employee tuition remission benefits.
5. Employee tuition remission shall include 100% of in-state undergraduate, graduate, or professional program tuition at UofL, including any tuition differential that applies to distance education courses, but excluding course fees, graduation fees, or regular student fees. Effective Fall Semester 2011, employee tuition remission shall also exclude mandatory student fees bundled in tuition. Tuition remission may be used for credit courses offered during regular semesters (whether taken for credit or taken for audit) but may not be used for non-credit continuing education courses.

6. In order to maintain eligibility to receive tuition remission benefits in a succeeding semester, employees must remain in good standing with an overall GPA of 2.0 or higher.

If an employee fails to meet this performance standard, the employee must enroll in, pay for, and attain satisfactory performance (as above) to re-establish eligibility to receive tuition remission benefits. Withdrawals, which do not result in a refund of 100% of tuition paid, shall constitute unsatisfactory performance for the semester.

*If you are a PhD student contracted to teach courses at the Kent School, eligibility for the tuition remission benefit is determined by the following policies:

- You must be a contract faculty member working at least 40% FTE or above on the first day of class for the semester as determined by the Registrar.
  - 40% Fulltime Equivalent (FTE) means is that you must be teaching at least 2 classes per semester.
  - In order to qualify for any benefits (e.g., tuition remission and/or insurance) you must have lecturer status on the 1st day of class of the semester in which you are teaching.
  - Request verification from Kent School Administration that your contract is finalized and in the system prior to the first day of class in the semester in which you are teaching.
  - When requesting a teaching assignment, please notify Kent School Administration if you are receiving any other financial support from Kent School, the University of Louisville, other employment, etc. and when they will end so that other necessary approvals can be sought and potential conflicts resolved prior to your contract starting, thus avoiding the loss any benefits to which you are entitled.
  - Your pay must show as L12 in Peoplesoft/ULINK to be in lecturer status and xpay/additional pay does not qualify to add to your FTE (full-time equivalency) for benefit eligibility.

The full policy link:

https://sharepoint.louisville.edu/sites/policies/library/SitePages/Human%20Resources/Tuition%20Remission.aspx
The benefit:

- **Tuition remission in the form of taking** one course (not counting associated labs as separate courses) for up to four credit hours at UofL tuition free each semester.
- This is not to exceed nine credit hours per year.
- These hours may not be accumulated.

**Please note** that there is—separate from the above policy—a different policy guiding courses taught by PhD students on assistantships and fellowships as set forth by the Graduate School. Graduate School policy states that if a doctoral student is on an assistantship, the doctoral student is limited to teach only 1 course per semester (9 hours above the maximum 20 hours of assistantship), if and only if the request is recommended by the PhD Program Director and approved by the Dean of the Graduate School.