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About this Handbook: A Companion to the Graduate School Handbook

Your PhD handbook provides program information specific to the PhD in Social Work. It is a companion to the Graduate School Handbook, which communicates the rules and policies that apply to all graduate students and all graduate programs at the Ohio State University. As a PhD student in the College of Social Work, you must meet and follow both Social Work specific and University wide, i.e. Graduate School, requirements and policies. So, as you read through the PhD Handbook also read the corresponding or related sections of the Graduate School Handbook for a more complete picture of your requirements.

The Graduate School Handbook and GRADFORMS is on the [Graduate School website](http://www.osu.edu).

If you have any questions about the PhD Program contact us at:

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[lee.355@osu.edu](mailto:lee.355@osu.edu)  
614-292-9910  
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Jennifer Nakayama, Program Coordinator, PhD Program Office  
[nakayama.7@osu.edu](mailto:nakayama.7@osu.edu)  
614-292-6188  
440 Stillman Hall
Welcome

To students,

Welcome to the PhD Program in Social Work! Congratulations as you have chosen to join a community of scholars who are inspired by the motto “Embrace Difference, Seek Justice, Be the Change.” This handbook is for you, to put at your fingertips useful information of policies and rules that will help you go through your doctoral study smoothly.

You have been admitted to both the Graduate School and to the PhD Program in Social Work. Overall policies are set by the Graduate School. The Graduate School Handbook contains all of the policies and rules that all graduate programs and graduate students follow. Please consult it, the Graduate School website and GradForms for policies and forms. We will point you to various sections that will be helpful. This handbook includes policies particular to the PhD in Social Work, such as those governing curriculum requirements and the candidacy examination.

The PhD Program is offered by the Graduate Faculty of the College of Social Work. Graduate Faculty members serve as advisors for PhD students, chairs or members of candidacy committees and dissertation committees. Dr. Sharvari Karandikar serves as the Chair of the Graduate Studies Committee. You will occasionally need the signature of the Graduate Studies Chair on forms and petitions to the Graduate School. Although the Graduate Studies Chair is the link to the Graduate School, the PhD Program Director plays a large role in administration of the program, including approving courses of study, appointing GRAs and GSLs, approving travel funds, and acquiring other resources needed by students and the program. The director is also the advisor for all incoming students. Students then may select an advisor any time after the first semester of the program. There will be many opportunities during the first semester to meet other faculty members and learn about their research.

The PhD Program Office is staffed by Jennifer Nakayama. She is there to assist students in registration, scheduling of candidacy exams and dissertation defenses, as well as scheduling the use of the doctoral seminar room for events, study groups, or other purposes. She can advise students on many required steps and processes and the necessary internal documentation as well as Graduate School forms. Students and faculty should feel free to consult either of us with any question at any time. It’s what we’re here for!

I truly believe that learning is both serious and fun. Learning requires hard work because scholars need to challenge whatever knowledge and ability that they already have prior to expanding their landscape. Learning also requires an ability to play because learning is an inherently creative process. I hope you will enjoy your time with this program that is rigorous, stimulating as well as relevant and fun!

Mo Yee Lee, PhD,
Professor,
Program Director of the PhD Program
PhD Program Overview and Requirements

The focus of the PhD program is to produce scholars who conduct translational research. Through this program you will learn how to translate research into social work interventions so that new treatments and research knowledge reach the populations in need more quickly. You will also learn how to conduct research in implementation and sustainability of innovative social work interventions.

To reach your goal of being an independent researcher in social work, i.e. graduation, you will need to complete the PhD program requirements:

24 hrs  Core PhD Social Work Courses
9 hrs    Statistics and Advanced Research Methods
9 hrs    Specialization
5 hrs    Electives, candidacy exam preparation hours, and additional dissertation hours
3 hrs    Dissertation hours
50 hrs total required beyond the Master’s degree
Additional requirement – submission of an abstract for publication consideration

PhD Program Curriculum

Core PhD Social Work Courses – 24 hours

The core courses are specific Social Work courses that you and your fellow PhD students must take. These courses focus on building your foundation for theory-driven translational research.

If you are a full-time PhD student, follow the timing of the courses listed below. If you are an MSW-PhD student or a part-time PhD student, work with the director and your advisor to plan your program schedule.

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Semester and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socwork 8101</td>
<td>Research and Professional Development Seminar</td>
<td>3 total</td>
<td>Autumn of 1st year</td>
</tr>
<tr>
<td></td>
<td>a) Writing for Publication</td>
<td>1</td>
<td>Spring of 1st year</td>
</tr>
<tr>
<td></td>
<td>b) Data Management</td>
<td>1</td>
<td>Autumn of 2nd year</td>
</tr>
<tr>
<td></td>
<td>c) Research and Professional Development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Socwork 8201</td>
<td>Knowledge Building</td>
<td>3</td>
<td>Autumn of 1st year</td>
</tr>
<tr>
<td>Socwork 8202</td>
<td>Theories of Change for Social Problem Intervention</td>
<td>3</td>
<td>Autumn of 1st year</td>
</tr>
<tr>
<td>Socwork 8401</td>
<td>Foundations of Translational/Intervention Research</td>
<td>3</td>
<td>Autumn of 1st year</td>
</tr>
<tr>
<td></td>
<td>in Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socwork 8402</td>
<td>Qualitative Methods in Social Work Research</td>
<td>3</td>
<td>Spring of 1st year</td>
</tr>
</tbody>
</table>
Statistics and Advanced Research Methods – 9 hours
As you begin to develop your unique scholarship niche, you will need to build upon the research methods and statistics knowledge you have. In consultation with your advisor and approved by the director select courses that will further advance your training and will meet your immediate and future research needs. Students may take courses outside Social Work.

The PhD Program will provide incoming PhD students with the Statistics Review Guide for New Doctoral Students during the summer before entry into the program. New students will then take a test over the material at the beginning of Autumn Semester. Since the purpose of the guide and exam is to make sure everyone has a similar level of preparation, you simply retake the test until you pass.

Specialization – 9 hours
The specialization allows you to put together a unique combination of courses to help you deepen your knowledge and substantive expertise. You will use this knowledge in your candidacy examination, dissertation and future research trajectory.

Prior to the end of your first year, develop a coherent specialization in consultation with your advisor. Submit the Specialization Plan form where you will describe your specialization and list your specialization courses. At least two courses in your specialization must be taken outside Social Work.

Electives, Candidacy Preparation hours, and Additional Dissertation Hours – 5 hours
You have 5 undesignated hours. You may use these hours to take Social Work electives, independent study, candidacy preparation or additional dissertation hours. Keep in mind that you will need time to prepare for the candidacy exam and may need additional hours for the dissertation as you will need to comply with the Continuous Enrollment Policy 7.8.3.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socwork 8403</td>
<td>Methods for Translational/Intervention Research in Social Work (pre-rec: 8401)</td>
<td>3</td>
<td>Autumn of 2nd year</td>
</tr>
<tr>
<td>Socwork 8404</td>
<td>Implementation Science in Health and Human Service Organizations and Systems (pre-rec: 8402)</td>
<td>3</td>
<td>Spring of 2nd year</td>
</tr>
<tr>
<td>*Socwork 8502</td>
<td>Social Work Education: Pedagogy, Skills, Opportunities, and Challenges (pre-rec: completion of 1st year)</td>
<td>3</td>
<td>Autumn of 2nd year</td>
</tr>
<tr>
<td>Socwork 8999</td>
<td>Dissertation Research (register via PhD Office)</td>
<td>3 minimum</td>
<td>After candidacy exam completion (3rd and 4th years)</td>
</tr>
</tbody>
</table>

*Required for 2016 cohort and beyond; elective for 2015 and earlier cohorts
### PhD Social Work elective courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Semester and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socwork 8193</td>
<td>Independent Study</td>
<td>1-8</td>
<td>Any</td>
</tr>
<tr>
<td>*Socwork 8405</td>
<td>Quantitative Analysis: Special Issues and Considerations (permission of instructor)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>*Socwork 8406</td>
<td>Analysis and Interpretation of Qualitative Data</td>
<td>3</td>
<td>Not offered in 2018-19</td>
</tr>
<tr>
<td></td>
<td>(8402 pre-rec)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socwork 8501</td>
<td>International Issues in Social Work Practice and Social Development</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>Socwork 8503</td>
<td>Job Search Seminar</td>
<td>3</td>
<td>Spring 2019, post-candidacy, offered alternate years</td>
</tr>
<tr>
<td>Socwork 8998</td>
<td>Research (Candidacy Preparation)</td>
<td>1-8</td>
<td>Any term when preparing or taking the candidacy exam</td>
</tr>
</tbody>
</table>

*Can be used to for statistics and advanced research requirement or elective

### Registration of 8193, 8998, 8999
Contact the PhD Office to register for independent courses in Social Work – 8193, 8998, and 8999. In your request, provide the course number, the number of hours, the instructor, and the term. You may also make the request via the 8193, 8998, 8999 Course Request form.

### Publication Requirement

Publication Submission - To enhance your preparation for a faculty or researcher career, you are required to submit an article to a journal for publication consideration. Ideally, the article would be single or first authored by you, as this will be important in your later search for academic employment. To document that you have met the requirement, submit a copy of the letter or email showing receipt of your journal article together with the title of your article and the title of the journal to the PhD Office.
Registration, Attendance and Grievances

Registration Requirements
In order to know how many credit hours to register for at any given time during your program, you need to know which statuses apply to you and which offices govern those statuses. If you are not sure how many credit hours to schedule, contact the PhD Office and we will look at your individual situation and answer your question or help you find the answer.

The standard registration requirement for full-time students during the coursework (pre-candidacy) portion of your program is 8 hours per semester for Autumn and Spring. Summer is optional. Part-time is 4 hours. Full-time enrollment for candidates beginning with the first term following passage of the candidacy exam is 3 hours. Candidates must also follow the Graduate School’s Continuous Enrollment Policy 7.8.3.

In addition to these, there are other statuses that have enrollment/registration requirements. Registration requirements are primarily a function of the following: 1) pre-candidacy or candidacy status; 2) insurance requirements; 3) international student status; 4) Graduate School requirements; 4) funding requirements for: a) GAs; b) GSLs; c) Graduate School Fellowships; d) OSU employees; e) other scholarships, loans, fellowships, etc. In addition to the Graduate School Handbook and policies, please refer to the websites for The Office of International Education, Student Health Insurance, Human Resources, and Student Financial Aid.

College of Social Work Attendance Policy
Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability to fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at http://csw.osu.edu/degrees-programs/important-deadlines/

Grievances
Please follow the Graduate School Handbook Appendix D for Graduate Student Grievance Review Guidelines.
CSW Grade Grievance and Appeal Process

Grade grievances are covered by University policy (3335-8-23, Alteration of marks) (https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html). Students should review this policy and follow the College of Social Work’s procedures for implementing the policy.

Grade grievances can be made only on the basis of a procedural error made in the evaluation or recording of a grade. Action to change a grade must be initiated before the end of the second succeeding semester or summer term. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class.

If a student believes that a procedural error in grading was made, the student should first meet with the instructor. If the instructor does not agree that a procedural error was made, the student may meet with the relevant program director (BSSW, MSW, PhD) in the College of Social Work to discuss the grade grievance. The program director shall respond to the student no later than thirty days after the student has requested a review by the program director.

Upon receipt of the program director’s response, if the issue is not resolved to the satisfaction of the student, the student may within two weeks request in writing by duplicate submission to the dean and the program director a higher-level review within the College of Social Work.

In cases where a grade grievance due to grading procedures is not resolved by the dean, the dean will appoint a faculty committee to conduct a review and make a final determination within the College.

Undergraduate students may also review the procedures outlined by the Office of Undergraduate Education (http://ugeducation.osu.edu/grievances.shtml) for additional grievance information. Graduate students should refer to the Graduate School Handbook (https://gradsch.osu.edu/handbook) for additional grievance information.

Ethics, Competencies, and Research

NASW Code of Ethics

All College of Social Work Students are required to read the NASW Code of Ethics. Please log into the Qualtrics Survey to indicate that you have read the NASW Code of Ethics.

Statistics Review Guide for New Doctoral Students

In order to make sure that new doctoral students are prepared for the research component of their doctoral education, the PhD program has prepared a Statistics Review Guide for New Doctoral Students. This review guide covers basic statistics that students should have learned in their previous education. Students will review this guide the summer prior to enrolling in the program and will take a test within the first few weeks of the autumn semester of their first year.
Students are expected to pass the test and can retake the it until they do. Please note that this is not a regular PhD course but rather preparation for enrolling in doctoral level courses.

**Educational Outcomes Assessment**

The Graduate School requires all graduate programs to conduct an educational outcomes assessment of their students’ learning. The PhD Program has adopted three learning goals in the assessment effort.

The **first goal** pertains to students’ ability to **conduct high-quality research** as indicated by the following competencies:

1. Proficiency in using theory to guide research questions and/or hypothesis specification
2. Skills to conduct a literature review
3. Ability to articulate a major problem of interest that logically guides the development of research questions based on relevant literature and theory
4. Ability to match research questions with appropriate research methods and design
5. Ability to address the role of race, culture & other types of diversity in shaping research questions and methods
6. Ability to demonstrate a strong sense of research ethics
7. Ability to explicitly and clearly discuss the implications of findings to social work practice, research, policy, or education.

For competencies 1-4, the candidacy exam committee will rate the student’s competence on a 1-5 scale on the item based on both the written and oral portion of the **candidacy examination**. For competencies 5-7, the dissertation committee, including the Graduate School Representative, will rate the student's competence on a 1-5 scale on the item based on both the final oral examination and written dissertation. See the Educational Outcomes Forms on Carmen for details. Please carefully review the **PhD Program Educational Outcomes Assessment: Doctoral Skills Measures and Ratings**, which you can find on the back of these forms. The **Doctoral Skills Measures and Ratings** explicitly outline the rubrics for committee members’ assessment of your performance at the candidacy examination and the dissertation defense.

The **second goal** pertains to a student’s **ability to publish articles in peer-reviewed journals**. Students are expected to have at least one first authored publication and two non-first authored publications in a peer-reviewed journal prior to graduation.

The **third goal** pertains to the student’s **teaching skills** as demonstrated by the ability to independently teach at least one course at the BSSW or MSW level. Students are expected to have taught at least one course prior to graduation with an average SEI score of 3.5 or above.

**Doctoral Students’ Skills Checklist**

The **Doctoral Students’ Skills Checklist** outlines the skills that the PhD program expects doctoral students to have developed upon graduation. The development of this Skills Checklist involved input from both faculty and students regarding skills that will help our doctoral students be successful scholars and researchers. This Skills Checklist consists of 77 items and is organized
into (1) Research/Scholarship Skills (46 items), (2) Pedagogical Skills (8 items), and (3) Professional Skills (23 items). This Skills Checklist is intended to be a detailed guide for students, faculty mentors, and course instructors to identify areas that they need to focus on and gaps that will need to be further strengthened or emphasized. A copy of the Doctoral Students’ Skills Checklist is provided in the Appendix.

Research Office and Research Preparation
The Research Office is a valuable resource for faculty and PhD students involved in research. The office is located in 340 Stillman Hall. If you have questions regarding research practice and requirements or before signing any research related documents, first speak with the Director of the PhD Program. She will refer you to the Research Office as needed. You can also reach the Research Office by email at – cswresearch@osu.edu. The Research Office hosts an annual research workshop and other programs throughout the year.

As a PhD student and as a Graduate Research Associate (if appointed), you will need complete CITI (Collaborative Institutional Training Initiative) training. During your first semester in the program, one or more of your instructors will request that you complete the training. If within the first week your instructor or GRA supervisor does not ask you to complete this training, consult with the Director of the PhD Program and then proceed to take the on-line training at CITI. Once complete, be sure to notify the PhD Office and anyone supervising your research work or GRA position that you have completed the training. You are also required to take a refresher course every three years.

Candidacy Examination

Once you have completed your coursework, you are ready for the candidacy examination. Passing this milestone demonstrates that you have the necessary knowledge and skills for independent research. As required by the Graduate School, the candidacy examination consists of a written exam and a two hour oral exam and is conducted by a committee of graduate faculty.

Graduate School Handbook – Pertinent Sections

7.4 Candidacy Examination
7.5 Written Portion of the Candidacy Examination
7.6 Oral Portion of the Candidacy Examination
7.7 Result of the Candidacy Examination
7.8 Candidacy
15 (all sections) Graduate Faculty Membership
Candidacy Exam Options
There are two exam options for Social Work PhD students. Under the guidance of your committee, you will select either the Single-paper Option or the Traditional Option. The Single Paper Option is in the form of a grant proposal for the written portion of the exam. The Traditional Option has four take-home questions covering Theory, Practice, Research Methods, and Specialization, for the written portion of the exam. You must officially indicate your exam option on the Social Work PhD Program form, Candidacy Committee and Exam Option.

Single Paper Option - In the appendix and in Carmen, you will find a document, Single Paper Option, outlining the details of the Single-paper Option. Use this together with any related rules and policies in the Graduate School Handbook as your guideline for the exam.

Traditional Option – In the appendix and in Carmen, you will find a document, Traditional Option outlining the details of the Traditional Option. Briefly, the option has three phases: Committee Composition; Developing Questions; and Examination. There will be four exam questions – Theory, Practice, Research Methods, and Specialization. Your committee will set the amount of time you have to prepare your response, but must not exceed two weeks for each question. For more details, see the document Traditional Option.

Candidacy Exam Committee
Your candidacy exam committee will consist of four Ohio State Graduate Faculty members. Your committee chair/advisor must be from Social Work and one member must be from a graduate department outside Social Work. Select your committee members in consultation with your committee chair. Your committee chair and committee members must indicate their approval to serve on your committee and agreement with your choice of exam option by signing the Social Work PhD Program form, Candidacy Committee and Exam Option.

Each committee is unique and operates autonomously, but within the College of Social Work and Graduate School rules and policies. You may find differences from your fellow doctoral students’ committees. As long as the committees are operating within the College of Social Work and Graduate School rules and policies, this is permissible and inevitable as you move from course based work to independent scholarship.

You can make changes to your committee prior to submission of the on-line Graduate School form, Application for Candidacy, found at GRADFORMS. If you need to make changes to your
committee composition or exam option, complete and submit an updated College of Social Work
*Candidacy Committee and Exam Option* form.

**Candidacy Exam Process, Scheduling and Forms**
There are a number of steps that you will need to take to schedule and coordinate your exam. These include forming your committee, submitting paperwork and reserving a room for your committee meetings and oral exam.

**Before Beginning the Exam Process**

- Review all documents pertaining to the exam as not all details or rules are listed here.
  - Graduate School – handbook, Graduate School Handbook, website, forms (GradForms)
  - College of Social Work (via Carmen) – this handbook, exam options information, exam option checklists, forms
- Schedule an appointment or communicate with PhD Program Coordinator
  - Go over the exam process, ask questions, and seek clarity where needed.
  - Do an audit of your PhD program courses and other requirements.
- Register for at least 3 credit hours (more if required by your GRA, international status, etc.) when you take the oral exam. You may take Social Work 8998 during any term that you are working on your candidacy exam.

**Form Your Exam Committee and Choose Your Exam Option**

- Form your exam committee – 4 members – Chair/advisor from Social Work, one faculty committee member from a Graduate department outside Social Work and two faculty committee members from Social Work or outside Social Work
- Check with any non-Social Work faculty committee member about their status. They must be members of the Graduate Faculty and have M or P status. The PhD Program Coordinator can assist with questions about this.
- Review the exam options and with approval of your candidacy committee select your exam option.
- Submit the *Candidacy Committee and Exam Option* form. This form indicates that all members approve your exam option and agree to serve on your candidacy committee.
- With your committee chair’s oversight, work with your committee to establish how the committee will function throughout your exam process so that everyone is clear and in agreement. Not all committees function in the same way, but all committees must follow College of Social Work and Graduate School policies.
- To schedule a committee meeting, contact the PhD Program Coordinator to reserve room 444. If that room is not available, contact the Assistant to the Dean to schedule any of the College’s other meeting rooms – 200, 315, 400, 115.
Concept Paper/Developing Questions

- During this phase, follow the College of Social Work exam option and checksheet information.
- This phase is preparation for the exam and allows feedback and dialog with your committee.

Exam

- **Written Exam**
  - Follow the Graduate School Handbook and PhD Program exam information and policies.
  - Students may not communicate about the exam or receive feedback during this portion.
  - Submit a copy of the written exam to the committee members and the PhD Program Office 4 to 2 weeks prior to the oral exam.

- **Oral Exam**
  - Work with your committee to come up with possible oral exam dates for Autumn or Spring Semester. If you plan to take the exam during the summer, you must confirm that your committee members are on duty during that time (Graduate School Handbook 7.4.4). Contact the PhD Program Coordinator to schedule your exam room. Unlike meetings, *scheduling of the candidacy exam must be done through the PhD Program Coordinator*.
  - Via GradForms, submit the **Application for Candidacy**. The application must be approved by all of your committee members at least 2 weeks prior to the oral exam. The **Application for Candidacy** includes the exam date, time, and location.

- **Conclusion of the Oral Exam**
  - Immediately following your oral exam, the committee will ask you to step out of the room while they briefly discuss your exam and make a decision on the result. They will ask you to return to the room and then inform you of the result of the exam.
  - Once the result is determined, your committee members should log onto GradForms and enter the result in the **Report on Candidacy**. They will receive notification of this form at the start time of your exam.
  - Your committee members should also complete the **Educational Outcomes – Candidacy** form. Paper and DocuSign versions are acceptable.
  - Upon successful completion of your exam, the PhD Program Coordinator will take your photo, create a flyer, and share the news of your success with your fellow PhD students.
Forms

Social Work Forms

**PhD Audit** – Bring this form and a copy of your Advising Report to your audit meeting with the PhD Program Coordinator.

**Candidacy Committee and Exam Option** – Once you have formed your committee and selected your exam option, submit this form to the PhD Program Office. If you make changes to your committee or exam option, submit a new form indicating these changes.

**PhD Program Educational Outcomes Assessment: Candidacy Exam** – The PhD Office or committee chair will distribute this form to the committee members. Committee members will complete this form and submit it to the PhD Program Office on paper or via DocuSign.

Graduate School Forms (GRADFORMS.osu.edu)

**Application for Candidacy** – Once you have scheduled your oral exam, log in to GRADFORMS to submit this form. It must be signed by your committee members at least two weeks before your oral exam.

**Report on Candidacy** – This form will be available via GRADFORMS to your committee chair and committee members at that start of your oral candidacy exam. At the completion of your exam, your committee members will log in individually and submit their decisions on the exam.

**Registration Requirements**

See the Graduate School Handbook – 7.4,4 Candidacy Examination - Timing

**Dissertation**

After reaching candidacy, you are now ready to undertake the dissertation and by doing so demonstrate a high level of knowledge in social work and the ability to research, write, and present your work as an independent scholar in an academic community.

**Graduate School Handbook – Pertinent Sections**

7.8 Candidacy
7.9 Dissertation
7.10 Final Oral Examination
7.11 Result of the Final Oral Examination
7.12 Dissertation Final Copy
Dissertation Options
There are two dissertation options for Social Work PhD students. Under the guidance of your committee, select either the Multiple Manuscript Option or the Traditional Option.

Multiple Manuscript Option – For this option, your dissertation will consist of at least three manuscripts that form a coherent body of work. In the appendix and in Carmen, you will find a document, Multiple Manuscript-style Dissertation Guide, outlining the details of this option. Use this together with any related rules and policies in the Graduate School Handbook as your guideline for the exam.

Traditional Option – For this option, your dissertation will be a traditional book style dissertation. Follow committee instructions and the Graduate School Handbook for this option.

Dissertation Committee
Your dissertation committee will consist of at least three Ohio State Graduate Faculty members. Your chair must be from Social Work, but your other committee members may be from other Ohio State departments or Social Work. In consultation with your committee chair, select your committee members. They can be from your candidacy committee or entirely new. Your committee chair and committee members must indicate their approval to serve on your committee, approval of your dissertation option, and approval of your dissertation proposal by signing the Social Work PhD Program form, Dissertation Committee, Option and Proposal Approval.

As with the Candidacy Examination, each committee is unique and operates autonomously, but within the College of Social Work and Graduate School rules and policies.

Changes to your committee can be made prior to submission of the Graduate School form, Application for Final Exam. These changes should be officially noted by submitting a new College of Social Work form, Dissertation Committee, Option and Proposal Approval.

Dissertation and Final Exam Process, Scheduling, and Forms
There are a number of steps that you will need to take including forming your committee, choosing your dissertation option, scheduling meetings, dissertation research, writing, and final oral exam.

Registration

- As a PhD Candidate or post candidacy student, you need to follow the Graduate School's Continuous Enrollment Policy 7.8.3 of registering for 3 credit hours (3 credit hours = full time) every Autumn and Spring until graduation.
- Register for dissertation hours, Social Work 8999, when you take you final oral exam or any term in which you are working on your dissertation.
Form Your Dissertation Committee and Choose Your Dissertation Option

- Review all documents pertaining to the dissertation as not all details or rules are covered in this handbook.
  - Graduate School – handbook, website, forms (GradForms), formatting and dissertation submission process, etc.
  - College of Social Work (via Carmen) – handbook, multiple manuscript option information, forms, etc.
- Seek information and clarity from the PhD Program Office as needed
- Form your dissertation committee – 3 members – Chair/advisor from Social Work and two faculty committee members from Social Work or outside Social Work
- Check with any non-Social Work faculty committee member about their status. They must be members of the Graduate Faculty and have M or P status. The PhD Program Coordinator can assist with questions about this.
- Review the dissertation options and with approval of your dissertation committee select your dissertation option.
- With your committee chair’s oversight, work with your committee to establish how the committee will function and how you will proceed with your dissertation.
  - Establish the process of communication including communication about feedback and agreement among all committee members on how to incorporate that feedback into your dissertation.
  - Establish a timeline. When creating this timeline, it is helpful to plan to complete your defensible dissertation draft the term before you plan to graduate. This will allow you time to handle all of your final term processes and paperwork.
  - Not all committees function in the same way, but all committees must follow College of Social Work and Graduate School policies.
- To schedule a committee meeting, contact the PhD Program Coordinator to reserve room 444. If that room is not available, contact the Assistant to the Dean to schedule any of the College’s other meeting rooms – 200, 315, 400, 115.

Dissertation Proposal and Dissertation

- Prepare your dissertation proposal based on your dissertation option and follow the guidelines and policies of your committee, the PhD Program, and the Graduate School, including Graduate School formatting requirements.
- After you have presented your proposal to your committee and they have approved your proposal, submit the Dissertation Committee, Option and Proposal Approval form to the PhD Program Office.
- Begin and carry out your dissertation work. Be sure to follow the Graduate School rules on formatting your dissertation.
Application to Graduate

- Based on your dissertation progress and in consultation with your committee determine the semester in which you plan to graduate.
- Submit your Application to Graduate on GradForms by the due date, 3rd Friday of the semester in which you plan to graduate.

Final Oral Exam

- Based on your dissertation progress and in consultation with your committee select potential dates for your final oral exam (dissertation defense). If you plan to take the exam during the summer, you must confirm that your committee members are on duty during that time.
- Contact the PhD Program Coordinator to check room availability and schedule your final oral exam. Unlike committee meetings, scheduling of the final oral exam must be done through the PhD Program Office.
- Submit your Application for Final Exam via GradForms. This must include the exam date, time, and location. At this time you will also need to submit your dissertation draft to the Graduate School for format review (Graduate School Handbook 7.9.5)
- With the submission of your Application for Final Exam, the Graduate School will review your record and confirm that your committee members are eligible to serve and assign a Graduate School Representative to your exam.

Conclusion of Final Oral Exam

- Immediately following your oral exam, your committee will ask you to step out of the room while they briefly discuss your exam and make a decision on the result. They will ask you to return to the room and then inform you of the result of your dissertation defense.
- Once the result is determined, your committee members should log onto GradForms individually to enter the result on the Report on Final Exam.
- Your committee members should also complete the Educational Outcomes – Dissertation form. Paper and DocuSign versions are acceptable.
- Upon successful completion of your final exam, the PhD Program Coordinator will take your photo, create a flyer, and share the news of your success with your fellow PhD students.

Final Document

- After you have successfully defended your dissertation, you will have edits to make. Once those are complete and approved by your committee, your committee members will log on to GradForms to sign the Report on Final Document. In many cases, all committee members but your chair will sign this form at the conclusion of your final exam and the chair will sign the form once your edits are complete and approved.
- Follow the Graduate School rules for submitting your final document.
Forms
Social Work Form

*Dissertation Committee, Option and Proposal Approval* – Once you have formed your committee and your committee has approved your proposal, submit this form to the PhD Office. If you make changes submit a new form indicating these changes.

*PhD Program Educational Outcomes Assessment: Dissertation Defense* – This form is available in Carmen for your review. Either the PhD Office or your committee chair will distribute the form prior to your exam. Committee members will complete this form and submit it to the PhD program Office via paper or DocuSign.

Graduate School Forms ([GradForms](#))

*Application for Final Examination* – Once you have scheduled your final oral exam, complete and submit this form via GradForms. The form must be signed at least two weeks prior to the exam.

*Report on Final Examination.* – This form will be generated when your Application for Final Examination is approved. Your advisor, committee, and the Graduate School representative will log in individually immediately following your exam to submit their decisions on the exam.

*Report on Final Document.* – This form will be generated when your Application for Final Examination is approved. Once you have made the requested changes to your final document (dissertation) and your committee has approved your document with these changes, the committee members will log in individually to submit their decisions by the Graduate School due date.

Graduate School Guidelines and Due Dates

See the Graduate School website for various guidelines for preparing and submitting your dissertation as well as the due dates for submitting forms and documents ([Graduation Deadline Dates](#)).

Registration Requirements

See the Graduate School Handbook – 7.8 Candidacy.

Graduation

In order to graduate, you must meet the PhD Curriculum requirements listed in this Handbook, including the article submission, as well as Graduate School Requirements.
Contact the cswhelpdesk@osu.edu to set up a plan to return your College laptop. Also, contact the Assistant to the Dean to return any keys you may have acquired.

Finally, as a student in the program you have accumulated a wealth of knowledge and experience about the program. We would like to learn more about your experience and how we can best maintain the quality of the program. To do this, we will send an invitation to Qualtics Exit Survey to you. Please complete the survey by the requested date.

**Graduate School Handbook – Pertinent Sections**

7.13 Graduation Requirements  
7.14 Summary of Ph.D. Degree Graduation

**Forms**

Graduate School Forms

**Application to Graduate** – Log in to [GradForms](http://gradforms.com) to create an Application to Graduate by the Graduate School due date.

- MSW/PhD students graduating from the MSW should contact the MSW advisor and PhD Program Coordinator *prior* to submitting this application for the MSW to let them know that you will graduate from the MSW and that as an MSW-PhD student, you will continue on to the PhD.

Graduate School website [Completing Your Degree](http://gradforms.com)

**Evening of Recognition and Commencement**

**Evening of Recognition**

The College of Social Work is proud to have a tradition of celebrating our graduates together as a College. Each year on the Friday evening before The Ohio State University’s official Spring semester commencement, the College of Social Work hosts the Evening of Recognition (EOR). Students who have graduated throughout the year are invited to participate.

The College of Social Work invites Doctoral students who have successfully defended their dissertations from Summer semester through Spring semester to participate in the event and we include your dissertation title and advisor’s name in the program.

Participation is voluntary. So, if you opt to participate you must rent or purchase [doctoral regalia](http://gradforms.com). Please note that if you wish to guarantee a hood for the Evening of Recognition, be sure to request the upgraded PhD regalia and ask for confirmation that the gown, cap, and hood will be delivered to you prior to the Evening of Recognition date (give them the date). Otherwise, your hood will be delivered directly to Ohio State’s commencement, which is the Sunday *after* the Evening of
Recognition. If you do not order the upgraded package, the College has three hoods available for loan. However, note that we may have more than three PhD graduates. If available, your advisor will attend and hood you at the Evening of Recognition and you will be seated together with the faculty on stage to symbolize your transition from student to colleague.

Commencement
For details about Ohio State’s commencement go to http://commencement.osu.edu. If you do not wish to participate, indicate this on your Application to Graduate on GradForms. If you do wish to participate, confirm with your advisor/dissertation committee chair that she or he is available to hood you at commencement.

Financial Support and Other Services in Social Work

Funding your PhD education is an important priority for you as a student and for the College of Social Work and the PhD program. Funding is not only a source of meeting your basic needs while allowing you time to study, but also an important part of your education, providing you with research and teaching experience.

Graduate School Handbook – Pertinent Sections

Section 9 – Graduate Associates
Appendix E – Guidelines for Short-Term Absences and Leaves of Absence for Graduate

Graduate Associates and Graduate Student Lecturers
College of Social Work PhD students seeking funding (Full-time and MSW-PhD students) receive a funding package for a minimum of 4 years (50% FTE). The package includes three years as a Graduate Research Associate (GRA) and one year as Graduate Student Lecturer (GSL) with a 4th year in-state tuition scholarship (see below for more information). After four years, PhD students seeking funding will be offered a GSL position until they graduate pending satisfactory academic and teaching performance. Full-time PhD students receive a 50% FTE (full-time equivalent) position for three years and MSW-PhD students receive the equivalent of this, but with 25% FTE until completion of the MSW due to the time constraints of the field practicum requirement. Domestic students may work up to 75% FTE.

All college funding is pending satisfactory performance in the PhD program and in previous funded positions. The Graduate School also governs requirements for funded positions. See Graduate School Handbook Section 9. Specific research or teaching positions may have additional skills, knowledge or performance requirements.

Although the College provides you with multiple years of funding, each year you will need to complete the PhD Student Funding Application and submit it together with your advising report and CV to the PhD Office by January 30. The director will then use this information in consultation
with research and teaching administrators to make placements in GRA and GSL positions. On this application, you can list your preferences and indicate your experience and expertise. In April you will receive an initial email offering you a position. The College Fiscal and HR Office will send a contract to you in July or early August once position placements are finalized and your performance and advising report have been satisfactorily reviewed. Before signing your contract, it is important to report additional sources of funding, particularly other contract or GA appointments at Ohio State, to the PhD and College HR Offices since there are numerous University policies and regulations that you and the College must follow.

GRA
The College offers College funded and grant funded GRA positions. Like College funded GRA positions, grant-funded positions must follow Graduate School and University guidelines, but, they may have additional stipulations, including stipend amounts, that are unique to a particular grant. Grant funded GRAs are appointed by the grant’s Principal Investigator (PI) via the College’s Research Office.

College funded GRAs are appointed by the PhD program. Those with a 50% FTE (full time equivalent) GRA position work an average of 20 hours per week for nine months (mid-August through Mid-May) and those with a 25% FTE GRA appointment work an average of 10 hours for nine months. Like staff, GRAs are not required to work University Holidays when offices are closed. Note that University Holidays (offices closed) and student breaks (no classes) are not the same. So for vacation time, College GRAs are permitted to take up to two weeks (10 working days) during the Autumn Semester appointment period (mid-August – Dec. 31) and up to one week (5 working days) during the Spring Semester appointment period (January 1 – mid-May). The dates to be taken must be approved by the GRA’s supervisor in writing and indicated on the College GRA/Faculty Agreement form due Sept. 30. Changes to the agreement are permitted, but must be documented in writing with copies submitted to the PhD Office.

The 50% GRA position covers your instructional fees, non-resident surcharge (if applicable), general fees, and 85% of your health insurance. The 25% GRA covers half of your instructional fees, general fees, and non-resident surcharge, but does not provide a health insurance subsidy. Nine month GRAs also have the additional benefit of a Summer Fee Authorization. See the Graduate School Handbook 9.5 for details.

GRAs are assigned to a faculty member to assist in her or his research. At the start of your appointment as a College GRA, you will work with your faculty supervisor to complete the College GRA/Faculty Agreement form outlining your expected tasks and outcomes as well as planned vacation time. At the completion of your College GRA position, you and your faculty supervisor will complete the GRA Evaluation form. Together with your GRA faculty supervisor, you will sign and submit both documents to the PhD Program. The Agreement form helps to ensure that your faculty supervisor will provide you with appropriate educational opportunities as well as provide clarity about the expectations of your position. The evaluation form will provide you with feedback about
your work. The PhD Director and other administrators involved in GRA placement will consider the feedback when determining placements for the following year.

**GSL**

In your fourth year of the program, or equivalent for MSW/PhD students, you will teach courses in the College of Social Work as a Graduate Student Lecturer (GSL). GSL positions are classified as associated faculty rather than student employees. You will receive a contract to teach on a course-by-course basis and be paid monthly for eight months. The total annual payment is the same as that for GRAs, but is split over eight months rather than nine months. GSL positions provide salary only. GSL positions do not cover tuition and fees, such as the non-resident surcharge, or expenses, including health insurance. Further, GSLs must contribute 14% of their salary into the State Teachers Retirement System (STRS) through payroll withholding. GSLs must also register for three credit hours during Autumn or Spring terms of appointment. As the non-resident surcharge is not covered by GSL positions, students are encouraged to look into the option of pursuing **Ohio Residency for Tuition** early in their program.

Students will be offered a GSL position for up to three years at the GSL premium pay rate for one class per semester. GSLs teaching beyond three years will be paid at the Community Lecturer 1 rate, which is less than the premium pay rate. GSLs who teach more than one course per semester will be paid at the Community Lecturer 1 rate for the additional course(s).

GSLs are also required to attend the **UCAT teaching orientation** in August and any teaching training or orientations offered or required by the College of Social Work. For specific details on your appointment, refer to your contract.

**4th Year In-State Tuition Scholarship**

Students in the fourth year of the program (or those who have exhausted the 3 years of 50% FTE GRA) will receive a “4th Year In-State Tuition Scholarship.” This scholarship will cover, at the in-state rate, your tuition or “instructional charges” for three credit hours in Autumn and Spring of your 4th year or its equivalent. It is important to note that it does not cover the non-resident surcharge, insurance, other fees, or additional credit hours. The benefit of the scholarship is that it helps to cover costs of your program while allowing you employment flexibility while you are completing your dissertation.

**Registration Requirements for GRAs and GSLs**

For GAs - See the **Graduate School Handbook**

3.1 Course Load

9.1 General Information

GSLs must enroll for at least 3 hours of credit during any Autumn or Spring appointment.

**Fee information**
Travel Grants and Awards

Ask Fred and other Travel funds
The Ask Fred Fund is a travel grant fund designed to provide travel support for you when you present a poster or paper at a conference. The College awards $250 as full or partial reimbursement to the first ten doctoral students in Social Work who apply each year.

College travel funds are available to PhD students on an as needed basis. You may be awarded up to $750 per conference where you are presenting a paper or poster. You may also apply for travel funds for faculty position interviews (including CSWE and SSWR) within a one year timeframe.

Use the “Ask Fred” and College Travel Funds Application to apply for either or both of these funds. The form is on Carmen and has a both a print and DocuSign version. DocuSign is preferred.

You may also apply for the Ray Travel Award for Service and Scholarship or other external awards.

PhD Student Scholarship Awards
The PhD Program manages four awards for PhD students: the Merriss Cornell Research Scholarship (MCS); the Merriss Cornell Distinguished Researcher Award (MCR); the Anna Marie Malia Robinson Endowed Scholarship for Mental Health Research (Robinson); and the Selma and Alexander W. Erlen Endowment Fund for Doctoral Support (Erlen). The MCS recognizes an outstanding dissertation proposal and the MCR recognizes an outstanding completed dissertation. The Robinson award recognizes doctoral student research on severe mental disabilities with preference given to research on bi-polar disorder. The Erlen award recognizes a doctoral student who demonstrates excellence through service, academics, and scholarship.

You may nominate yourself for the award or a faculty member may nominate you. Nominations are due in March. Nomination forms and nomination packet instructions are in Carmen. As a part of the selection process, the PhD Program Committee will request nominees to present their work in April or May.

Recipients receive scholarship funds deposited into their Ohio State accounts for Autumn and Spring. The actual award amount varies based on available funds, but is typically between $750 to $2500. Recipients should submit a head and shoulders photo of themselves for the website and other media. Awardees will be recognized at the Doctoral Day of Recognition in Autumn and invited to the Scholarship Dinner in Spring. The Merriss Cornell Distinguished Researcher Award recipient will also be recognized at the Evening of Recognition.

Business Cards
The College recognizes the importance of networking and being able to easily share your contact information with others, so the College will provide you with one small box of business cards during your time as a PhD student. You may request the cards at any time. You can find the **Student Business Card Request Form** in DocuSign format in Carmen. Submit the form at least two weeks prior to when you expect to begin using your business cards.

**Keys**
During your time in the program, you may acquire keys to various spaces in the College. When you graduate, take a leave of absence or when you no longer need access to a particular space, please return your keys to the Assistant to the Dean.

**Laptops, Computer Software and Server Space**
To facilitate your dissertation work, the College of Social Work will provide each doctoral student with a laptop, Microsoft Office, SPSS, and server space. The laptops are owned by the College and their use follows Ohio State policies. Contact cswehelpdesk@osu.edu to set up an appointment to return your laptop to the College when you graduate, take a leave of absence or leave the University.

The College has a site license for Qualtrics. To access and learn how to use Qualtrics, contact Lauren Haas-Gehres at haas-gehres.1@osu.edu. Additional software/programs are available to you through Ohio State’s Office of Information Technology.

Use the DocuSign **Software Request for Scholarship and Dissertation** form found in Carmen to request software. During your time as PhD student, you may request up to two quantitative programs and one qualitative program for your research and dissertation work. When making your request be sure to allow sufficient time for the review of your request and note that not all requests can be approved. Software requests for your GRA work should be made by your faculty supervisor and, unless there is overlap, are typically not part of your software allowance.

**Room Scheduling and the Doctoral Student Workspace**
The College of Social Work has several meeting rooms (Stillman 115, 200, 315, 400 and 444) available for reservation. PhD classes and exams have priority for Stillman 444, the doctoral seminar room. As a PhD student, you can reserve these spaces by contacting the appropriate College Office. If you have technology, requirements inquire about your needs prior to or at the time of reservation or check out the room if unlocked.

- Stillman 115 – Assistant to the Dean – for larger functions or meetings
- Stillman 200 – Assistant to the Dean – for small meetings, such as research teams
- Stillman 315 – Assistant to the Dean – for meetings or presentations
- Stillman 400 – Assistant to the Dean – for larger functions or meetings.
- Stillman 444 – PhD Program Office Coordinator – priority for PhD classes and exams; preferred space for PhD related meetings including study groups.
Stillman 009D is a workspace available for all doctoral students. This workspace is shared and the spaces are unassigned. Keys are available by request to the Assistant to the Dean.

Day lockers are available to students on a first come first served basis. The lockers are located in the basement and you must provide your own lock.

You may also use the waiting area of the PhD Office to work quietly. In general, the front door will be unlocked during work hours while the director and/or coordinator are in the building. If neither are in the building, the door will be locked for security purposes.

Listserv, Carmen and Mailboxes
All students are included on the PhD listserv. Students may remain on the listserv one year after graduation. If you are not included in the listserv contact the PhD Office to be added. The listserv is moderated, which means that you cannot post to it. If you have something to share, forward to the PhD Program Coordinator and include the message that you would like to send to everyone.

All students and faculty are members of the Social Work PhD Program site on Carmen. Students may remain on Carmen one year after graduation. The PhD Program will primarily use the Announcements, Calendar, and Module function in Carmen. Modules provide a space to share forms, job postings, candidacy exam information, and various other information.

Doctoral students are assigned mailboxes to share. You may also be assigned mailboxes for GRA or GSL work. Private and Restricted data should not be left in mailboxes.

Doctoral Student Profiles
To facilitate networking opportunities for doctoral students inside and outside the College, the PhD program manages the Doctoral Student Profiles directory on the College of Social Work website. All students have a photo, email address, status (e.g. student, candidate, graduate), and bio. Pre-candidacy students list areas of interest and Post-Candidacy students and Graduates list research interests and provide a copy of their CV. We generally do not edit your bios, so we highly recommend that you ask your faculty advisor or the director to review your bio and suggest any edits. To request an update to your profile, use the following Qualtrics Survey link CSW PhD Student Bio Update Request. You can also find this link in Carmen. Profile update requests can be submitted anytime you need or wish to make a change.

Job Market
Your success is our success. We do a number of things to help you with the job search process. To get you started, we post faculty and post-doctoral researcher positions on the PhD Carmen site. For new students this is an easy way for you to get a glimpse into the job market and requirements. For students on the job market, it helps you to locate positions of interest. Every other year, we also offer an elective class, Social Work 8503, that prepares you for and walks you through the job search process. Students who are on the job market in a given year are invited to be showcased in the College of Social Work job market brochure, Meet Our Doctoral Candidates. We also offer mock interviews, so that you can practice your skills before heading out to major
conferences with a job market component like CSWE and SSWR. If you are offered an interview, we can help you set up a practice job talk open to the college community. We also have available college funds for traveling for job interviews/campus visits.
Doctoral Student Organization (DSO) and Other Groups
All doctoral students are members of the Doctoral Student Organization. DSO facilitates social activities, professional development, and the Doctoral Day of Recognition. A group of four officers is elected each Autumn. The Program Coordinator is the advisor for the organization.

Informally, faculty and doctoral students have formed writing and statistics groups to help students increase their knowledge and proficiency in these areas. Students have also formed study groups or cohort groups.

Follow the room scheduling guidelines above to schedule a room for a meeting or event.

Doctoral Day of Recognition and Other Events
DSO and the PhD Office collaborate to host the Doctoral Day of Recognition each September at the Ohio Union. The event brings the doctoral students and doctoral faculty together and allows us the opportunity to recognize each other’s milestones and accomplishments such as: new students; successful passage of the candidacy exam; successful defense of the dissertation; publications, presentations, and awards.

A booklet outlining these accomplishments is compiled each year. The “end of the year” or “accomplishments” Qualtrics survey is used to compile these accomplishments.

In addition to the Doctoral Day of Recognition, the PhD program offers a number of informational or workshop style events typically focusing on candidacy, dissertation, and job search.

The College of Social Work also offers and sponsors a number of events throughout the year as well.

Forms and Qualtrics Surveys

As with any program, the PhD Program has a number of forms for you to use. All student-initiated forms are currently available in writable PDF format in Carmen. Some forms will also be available as DocuSign Power Forms. You may submit these signed forms via email or in hard copy. You may also request that a form be sent to you via DocuSign, but you must provide the name and email address for all signers so that the form can be sent out for signatures.

Qualtrics Surveys are used for PhD student profile updates, the accomplishments survey (all doctoral students) and the exit survey (graduates). Qualtrics surveys are also used for DSO elections and other purposes.
**Form Lists**
The following are grouped lists of PhD Program forms.

**Travel Grants, Business Cards, Software, Funding and Awards & Scholarships**
- “Ask Fred” and College Travel Funds Application
- Student Business Card Request
- Software Request for Scholarship and Dissertation
- PhD Student Funding Application
- award nomination forms

**PhD Program Forms**
- PhD Program Requirements Audit and Blank Semester Planning Worksheet
- Change of Advisor Request
- 8193, 8998, 8999 Course Request Form
- Specialization Plan
- Candidacy Committee and Exam Option
- Dissertation Committee, Option, and Proposal Approval

**Educational Outcomes Forms – Faculty Initiated**
These forms are faculty initiated and will be provided to your Committee Chair to distribute to your committee just prior to your oral candidacy exam or final oral exam (dissertation defense). You can also find a copy of these forms on Carmen.

**GRA Forms – Faculty Initiated**
Students who work as College funded GRAs will work with their supervisors on an agreement form at the beginning of their appointment. In this form you and your supervisor will outline your work agreement and the academic benefits that the GRA position will provide for you as well as anticipated vacation dates. At the end of your appointment, you will work with your supervisor on a form evaluating your performance in the GRA position. The Director or PhD Program Coordinator will distribute these forms to faculty supervisors. Faculty will also submit a GRA request form. The Director will distribute this form to faculty.
Appendices

Written Candidacy Exam – College of Social Work Single Paper Option (June 8, 2012)
Written Candidacy Exam – Traditional Option Checklist (April 7, 2017)
Doctoral Student Skills Checklist
College of Social Work PhD Program Performance Review
College of Social Work Graduate Student Reactivation Policy
Candidacy Exam – Single Paper Option

College of Social Work
The Ohio State University
Doctoral Candidacy Examination
“Single Paper Option”

Introduction

The Doctoral Candidacy Examination is intended to demonstrate that a student is prepared to undertake independent research. Per policy of the Graduate School, the Candidacy Examination consists of a written portion followed by a two-hour oral examination by the student’s Candidacy Examination Committee. If selected, the Single Paper Option requires the student to write the candidacy exam in the format of a research proposal, following guidelines that closely mirror the submission process used in applying for federal research funding. The purpose of this format is for the written candidacy examination to more closely resemble a real-world investigator experience. A secondary benefit is that students are provided with this independent project development experience, over and above what they have experienced in coursework or research assistantships. Ideally, this experience leaves students even better prepared to seek funding for their dissertations and research projects throughout their careers.

Similar to the traditional written exam option, the Single Paper Option is intended to be an examination that evaluates two dimensions: (1) the student’s demonstrated mastery of a body of existing knowledge and ability to critically analyze the state of knowledge development and related issues in a specific content area; and, (2) the student’s demonstrated knowledge, skills, and rigor in research methodology as applied to that area of knowledge building activity. The format of the Single Paper Option encourages students to demonstrate their mastery by independently developing an idealized research plan around a specific topic. The Single Paper Option is not a substitute for the dissertation proposal process. It is intended as an opportunity to explore the “ideal” or “best” possible research plan, identifying potential feasibility issues, but not necessarily having to design a dissertation proposal for implementation. The Single Paper Option may overlap with the student’s intended topic of dissertation study, but is not designed as a part of the dissertation’s development and implementation.

In summary, the Single Paper Option is: (a) an examination process, (b) conducted independently from the start of the examination phase of the process, (c) in a format intended to address both knowledge in a content area and research development skills, and (d) separate/distinct from the dissertation proposal process.

Process

Committee Composition. The student begins the Single Paper Option candidacy examination process by selecting a chair/major advisor. In consultation with the advisor, the student then selects additional members of the committee. Per College of Social Work policy, the Candidacy Exam Committee is comprised of four members of the Graduate Faculty (three from social work and one from another department, per CSW policy). The student should include at least one research methods specialist on the candidacy examination committee.
**Concept Paper.** The Concept Paper serves as a communication tool between the student and the committee regarding the scope and nature of the student’s examination project. Although the Concept Paper is not a graded element of the candidacy examination, it is intended to be the primary means through which the student may receive feedback while she or he is preparing to engage in the candidacy examination process. The Concept Paper is a two-page, single-spaced document applying current APA writing-style guidelines (reference list is not included in the two-page limit). This Concept Paper mimics what an investigator would share with a funding agency prior to developing a full-fledged proposal. It should be carefully crafted and presented, and include the following components:

- **Background and Significance**—Briefly explain how the literature leads you to think this topic needs study and what is the anticipated payoff in knowledge development and the social work profession of the project to be proposed.

- **Framing and Question(s)**—Present the question(s) and/or hypotheses of the project being proposed, making clear how they are derived from background literature and the conceptual model(s) that guide the project to be proposed.

- **Design**—Outline the study design and methodology elements that will be proposed to address the identified research question(s) and/or test the hypotheses.

- **Plan of Analysis**—Outline the analysis plan that will be proposed and how it fits the type of data to be collected and participant sampling plans to be proposed (i.e., specific statistical approaches and/or specific qualitative procedures).

**Feedback Opportunities.** Once the Concept Paper has been distributed to committee members, the chair and student should arrange a meeting for the purpose of providing the student with feedback on the Concept Paper. The student and committee may have as many pre-exam meetings as deemed necessary to achieve a successful Concept Paper. Successful conclusion of this meeting marks the beginning of the examination process, during which feedback will no longer be provided by the committee or any external consultants. The chair will communicate about format, policies, and procedures only, not on content. This Concept Paper meeting also provides the committee members with an opportunity to ensure that they are each sufficiently informed about the specific project and examination procedures.

**The Examination.** The student will independently develop the Single Paper, using the proposal format indicated below. The Single Paper Option candidacy examination is intended to be completed within a maximum time period of two semesters (including summer semester) after the Concept Paper has been approved by the Candidacy Examination Committee. When the student is satisfied that the paper is ready to be evaluated by the Candidacy Examination Committee, the paper should be submitted by the student to the chair and to each committee member in their preferred format (e.g., in print or electronically). The student also submits a copy of the paper to the Doctoral Program Office at least two weeks prior to the intended date of the oral examination. Not more than three weeks should pass between the date when committee members are provided with the paper and the oral exam takes place. (This allows for compliance with the one month total time frame allowed by Graduate School policy.)
NOTE: Submit the *Doctoral Notification of Candidacy Exam* form (on the Graduate School website) to the Graduate School 14 to 30 days prior to the oral exam.

Remember that this Single Paper is the student’s independent work. The time for developmental feedback is during the Concept Paper phase. Students should receive no feedback during the examination period from the committee or any external consultants, which is from the end of acceptance of the Concept Paper to the oral exam period.

The student will engage with the committee members during the scheduled oral examination phase of the process. At the conclusion of the oral examination, the committee members will decide whether the student has earned a grade of Satisfactory (pass) or Unsatisfactory (fail) based on *both* the written and oral portion of the candidacy examination. Written feedback should be provided by committee members at the conclusion of the oral examination utilizing the Evaluation Feedback Form and its incorporated rubrics. The grading decision is based on the demonstration of competency (not on this being a fundable NIH research proposal).

Students who fail the candidacy examination, upon approval of the committee, can retake the oral examination. It is up to the committee to determine whether or not the paper needs to be revised and resubmitted, as well. Per Graduate School policy, a student is allowed only one opportunity to retake the oral examination. Any oral examination that is retaken must have a Graduate Representative in attendance, per Graduate School policy. Please refer to *Graduate School Handbook, 7.4 Candidacy Examination*, for policy and procedures regarding candidacy examination.

**Other Requirements.** Graduate School policy dictates that the student be enrolled in at least three credits during any semester in which any part of the candidacy examination is attempted or completed. Submission of the Concept Paper may take place during a non-enrolled semester, as it is not part of the formal examination period. Students will need to be enrolled in at least three credits to submit the written candidacy examination itself and to sit for the oral examination.

**Format of the Single Paper**

**General Guidelines:** The paper should apply current APA-style elements with one exception: the page limits listed below are for single-spaced papers. If the chair requests double-spacing, the page limits should be doubled, as well. Tables, graphs, figures, diagrams, and charts should be included within the page limits; copies of instruments, photographic images, and other supporting resources may appear in Appendices that are not included in the page limits. Page numbers should be included on every page. An embedded header with the student’s name (last, first) should be included on every page other than the Cover Form A. Font size should be either Times New Roman 12 or Arial 11 and page margins should not be less than 1” on any side.

**Section Guidelines (I-IV below):**

I. **Face Page/Form A**

II. **Table of Contents.** Provide the page number for each category listed on the table of contents.
III. **The Proposal.** The research proposal consists of items a-c below. It should be self-contained and include sufficient information to evaluate the project, independent of any other document. Be specific and informative, and avoid redundancies. Carefully follow all instructions. Page limits include all tables and figures, but not the reference list.

a. **Abstract** *(1 page limit)*

The Abstract is an approximately 150-200 word project summary. It is meant to serve as a freestanding succinct and accurate description of the proposed work and a brief statement of its relevance to the social work profession. State the project’s broad, long-term objectives and specific aims. Describe concisely the research design and methods for achieving the stated goals. This section should be informative to professionals who do not necessarily work in the specific area targeted in the project. Use text only (no figures or other information not in standard text.)

b. **Specific Aims** *(1 page limit)*

The purpose of the Specific Aims section is to clearly and concisely describe what the proposed research is intended to accomplish. A strong proposal is driven by clear research objectives, and no more than about three or four specific aims. Specific aims are a formal statement of the objectives of the research project (e.g., steps taken in testing hypotheses, instrument development/psychometric testing, addressing a critical barrier to progress in the discipline, developing a new technology or practice method). These objectives should form the basis for the design of the proposed study and be well-focused. If the proposed study is experimental, state each clearly-defined study hypothesis and indicate how the proposed specific aims will directly test your hypotheses. The study should support the specific aims. This section concludes with a brief summary of the expected outcomes of the proposed study: the impact that the results of the proposed research will exert.

c. **Research Strategy** *(total of these next three parts=30 page limit)*

The Research Strategy section is composed of three distinct components: (i) Background and Significance, (ii) Innovation, and (iii) Approach. The Research Strategy should be organized in this sequence and each section should have a subheading to direct the reader.

(i) **Background and Significance:** This section clearly presents the research problem, including the proposed rationale, current state of knowledge and potential contributions of your proposed study. Its purpose is to provide sufficient justification for the significance of the question or problem that you are addressing. Sketch the background leading to the proposal: critically evaluate existing knowledge and identify gaps in knowledge that the study is intended to fill. Explain why literature and/or statistics lead you to think that this topic needs study. Address any scientific or other major controversies in the field. Be sure that this section supports your specific aims.
• Make sure that you have identified CRITICAL references
• Explain the importance of the problem/critical barrier to progress in the field
• Show that you have critically evaluated existing knowledge and relevant data
• References should indicate up-to-date knowledge of the field
• Convey the importance and relevance of the research aims

(iii) **Approach:** [Note that this section takes the place of the written “research examination in the tradition format and should encompass at least 40% of the entire section III.”] The Approach section is the place to describe the proposed research design and methods—how you plan to achieve the specific aims. This section should reflect a clearly developed, organized, thoughtful plan of study that supports the specific aims for knowledge development. Use section sub-headings as relevant to guide the reader.

- Describe the overall strategy, methodology, and analyses to be used. Include how the data will be collected, analyzed, and interpreted. (In the case of secondary data analysis, explain the original study approaches to the extent necessary to support the methods used in the secondary analysis.) Relevant literature on methodology should be cited to support the plans described. The methodology should address relevant sampling strategies and issues (e.g., generalizability; sample sizes, power, and sample distributions; recruitment and longitudinal retention strategies; screening, inclusion and exclusion criteria). Describe any methods utilized to determine design and sample size needs, as well as methods to enhance response rates. Relevant literature on methodology should be cited to support the plan described.

- The methodology should address instruments, measurements, and data collection details. If the study is qualitative, mixed methods, or meta-analytic, then specific procedures and plan of implementation should be explained in detail. Include details related to specific methodologies and procedures; explain why the proposed methods are the best to accomplish study goals and support these points with available literature.

- Discuss potential limitations of the study design, methods, or analyses as planned, and what will be done to mitigate their impact. Explain alternatives that were considered and why the proposed choices were preferable.
IV. **Subsequent Content** (not included in the 30 page limit)

**References Cited.** Provide a bibliography of any references cited following current APA-style guidelines. While there is not a page limitation, it is important to be concise and to select those literature references most pertinent to the proposed research.

**Human Subjects Concerns.** This section is outside of the page limits and should be organized to address each of the following topics.

- **IRB status** (1-2 paragraphs): What is the type of application that will be made for IRB approval of the proposed research and why? (For example, does it qualify for exempt status, expedited review, or require full board review; if exempt, what number exemption(s) and why; does it involve any “protected” populations; will it require HIPAA waivers; will it necessitate a Certificate of Confidentiality and why?)

- **Inclusion of women & ethnically diverse populations** (1-4 paragraphs): This section is required for critical analysis regarding the social justice aspects of the proposed research. It is based on the NIH policies regarding research inclusion of these populations (you may wish to refer to the NIH guidelines for more information on this topic). This section should address, at a minimum, the following four points: (1) The targeted/planned distribution of subjects by sex/gender and racial/ethnic groups in the proposed study, explain the impact on the goals of the research. It may or may not be appropriate/sufficient to describe the composition of the population base from whom the data will be obtained. (2) Subject selection criteria and rationale for selection on the basis of sex/gender and racial/ethnic group members in terms of the scientific objectives and proposed study design. The description may include, but is not limited to, information on the population characteristics of the disease or condition under study (for example, one gender is excluded or only one ethnic group is included because the research question only relates to one gender or ethnic group; or sufficient data already exist with regard to the outcome of comparable studies in the excluded groups, and duplication is not needed in this study). (3) A compelling rationale for proposed exclusion of any sex/gender or racial/ethnic group (for example, secondary data are the study source and data are only available for one group). Note: difficulty in recruiting is not a compelling rationale; this necessitates greater effort and creativity. (4) A description of proposed outreach programs for recruiting a sample diverse in terms of sex/gender and racial/ethnic group members.

- **Inclusion of Children/Youth** (1-4 paragraphs): This section should provide either a description of the plans to include children, or, if children will be excluded from the proposed research, present an acceptable justification for the exclusion

**Appendix.** Graphs, diagrams, tables, and charts should be included in the body of the Research Strategy unless additional material is necessary to show detail. A summary listing all of the items included in the appendix is required. The following materials may be included in the appendix: surveys, questionnaires, and other data collection instruments, clinical protocols, coding scheme details, and recruitment/tracking documents. Students will have to decide what materials to be included in the appendix depending on the nature of the study proposal.
Final writing tips

• Be organized and logical. The thought process of the proposal manuscript should be easy to follow. The parts of the application should fit together: the specific aims should be evident in the organization of each subsequent section. Sections should incorporate enough parallel construction that it is **clear how the parts fit together into the whole.**

• Write one sentence summarizing the topic sentence of each main section. Do the same for each main point in the outline. Make one key point in each paragraph. Write simple, clear sentences.

• Be consistent with terms, references and writing style. Define any terms as necessary. Spell out all acronyms on first reference.

• Use a clear and concise writing style. Make your points as directly as possible. Avoid jargon or excessive language. Use the active, rather than passive voice.

• Use sub-headings, short paragraphs, and other techniques to make the application as easy to navigate as possible. Be specific and informative, and avoid redundancies.

• Use diagrams, figures and tables with appropriate legends to assist the reviewers to understand complex information. These should complement the text, not replace text.

• Avoid using footnotes whenever possible.

• Allow sufficient time to put the completed manuscript aside, and then edit it from a fresh vantage point. Prior to submission, perform a final proofread of the entire proposal manuscript.

• Have zero tolerance for typographical errors, misspellings, grammatical mistakes or sloppy formatting. A sloppy or disorganized proposal may lead the reviewers to conclude that your research may be conducted in the same manner.

• Rely on the APA Guide for writing style and format recommendations.

• Before submitting your proposal manuscript, consider how you would rate it: conduct your own review based on the review criteria.

Single Paper Option Paper Evaluation Guidelines
Faculty committee members are instructed to evaluate research proposal submissions by addressing the core review criteria (see below) and additional review criteria as applicable.

Evaluation Criteria. Committee members should review the paper using the criteria listed below within the context of the proposal being a doctoral student examination (i.e., not necessarily as an NIH review panel member). A proposal manuscript does not need to be strong in all categories to be judged likely to have major scientific impact. For example, a project that by its nature is not innovative may be essential to advance a field. See Evaluation Form for criteria and guidelines to be employed.
Diagram of the Process

- Concept Paper Development
- Committee Feedback on Concept Paper
- Meeting with Committee to Approve Final Concept Paper
- Examination Period Begins, student works independently

- Oral Examination Conducted
- Committee members review paper, draft Evaluation Feedback Form responses
- Student distributes single paper option manuscript to committee, doctoral office; schedules oral examination

- Satisfactory/Pass
  - Evaluation Feedback Received
  - Oral Examination #2 conducted with Grad Rep
  - Satisfactory/Pass
  - Unsatisfactory/Fail

- Unsatisfactory/Fail
  - Paper Revised
  - Oral Examination #2 conducted with Grad Rep
  - Unsatisfactory/Fail

Acknowledgments: Content in these instructions has been adapted from two sources. These are the U.S. Department of Health and Human Services, Public Health Service Grant Application (PHS 398, Rev. 06/2009) and the NIH website http://grants.nih.gov/grants/writing_application.htm
The Ohio State University
College of Social Work

Form A: PhD Program Candidacy Examination Face Page

1. TITLE OF PROJECT (Do not exceed 150 characters, including spaces and punctuation.)

2. CANDIDATE NAME (Last, first, middle)

3. E-MAIL ADDRESS

4. TELEPHONE CONTACT

5. COMMITTEE MEMBERS (List chair first)

6a. HUMAN SUBJECTS RESEARCH
   Yes
   No

6b. Research Exempt
   Yes
   No

6c. If “Yes,” Exemption No.

7a. DATE OF DISTRIBUTION TO COMMITTEE
    (month, day, year—MM/DD/YY)

7b. DATE OF ORAL DEFENSE
    (month, day, year—MM/DD/YY)

7c. LOCATION

SIGNATURE OF CANDIDATE.

DATE
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Evaluation Feedback Form

Student Name: ________________________________________________________________

Evaluator Name: ____________________________ Date of Review: ______________

EVALUATION CRITERIA: Reviewers will consider each of the review criteria below in
the determination of scientific and technical merit. Committee members should review
the paper using the criteria listed below within the context of the proposal being a
doctoral student examination (i.e., not necessarily as an NIH review panel member). A
proposal manuscript does not need to be strong in all categories to be judged likely to
have major scientific impact. For example, a project that by its nature is not innovative
may be essential to advance a field.

Comments should be educational, useful to the student in potentially revising the
proposal, and/or relevant to other aspects of the candidacy examination process.
The Chair will collect and send the Evaluation Feedback Forms to the candidate
following completion of the oral examination.

1. **Formatting:** Is the exam written in accordance with the criteria outlined for the single
paper option candidacy? Is the writing organized, logical, and concise? Are
subheadings used? Are these no typographical errors or grammatical mistakes? Are
Form A and B adequately completed? Was the appropriate number of pages
included? Did the candidate turn in the materials to the committee in the
determined timeframe for the candidacy? Are references cited?

2. **Research Plan: Abstract.** Does the project summary standalone and accurately
describe the proposed work, its significance, the objectives and aims, design
and methods? Is the abstract written so professionals outside of the area will
understand?
3. **Research Plan: Specific Aims.** Do the aims clearly and concisely describe what the proposed research is intended to accomplish? Are the research goals and specific objectives clear? Is there a summary of the expected outcomes for the research (in relation to how the research will impact the field)?

4. **Research Plan: Background and Significance.** Is the theoretical and existing scientific foundation for the proposal well developed (background and significance)? Does the proposal demonstrate mastery of the critical concepts and knowledge related to the study plan/is it well grounded. Does the proposed project address an important problem or a critical barrier to progress in the field? Is the case made that this project addresses a gap or need in the literature? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or clinical practice be improved? How will successful completion of the aims change the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?
5. **Research Plan: Innovation.** Does the application challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions? Are the concepts, approaches or methodologies, instrumentation, or interventions novel to one field of research or novel in a broad sense? Is a refinement, improvement, or new application of theoretical concepts, approaches or methodologies, instrumentation, or interventions proposed? How is this project an improvement over other existing methodologies? Does the research result in refinements in theory, measurement, etc.

6. **Research Plan: Approach.** Are the overall strategy, conceptual framework, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project? Are the data collection and analysis strategies (including software) and plans fully detailed? Are relevant potential problems and alternative strategies presented/analyzed? Does the timeline feasibly outline the research steps and processes?
7. **Additional Review Criteria.** As applicable for the project proposed, reviewers will consider the following additional items in the determination of scientific and technical merit, but will not give separate scores for these items:

- **References and APA.** Were references relevant and recent? Were references cited appropriately in the text and reference page? Does the exam follow APA guidelines?

- **Human Subjects Concerns.** For research that involves human subjects, the committee will evaluate the IRB/Human Subjects analysis presented. For studies involving live vertebrate animals, an analogous evaluation will be conducted with regard to the analysis presented.

- **Inclusion of Women, Ethnically Diverse Populations, and Children and Youth.** The committee will evaluate the proposed plans for inclusion of minorities and members of both genders, as well as the inclusion of children, and/or the analysis presented on these topics.

- **Appendix:** Are items included appropriate for inclusion in the appendix? Are graphs, surveys, questionnaires, protocols, etc., referenced in the narrative?
Candidacy Exam – Traditional Option

Traditional Option

Candidacy Examination: Traditional Option Checklist

College of Social Work
The Ohio State University

Purpose:
Address theory, practice, specialized knowledge and research methods in a content area of student’s research interest

Process

Phase I: Committee Composition

4 members: Chair, 2 social work graduate faculty, and one external member

Committee members will represent expertise in the following areas:

- Theory
- Practice
- Research methods
- Specialization

Phase II: Developing Questions

- Student prepares a Research Brief that includes:
  - Areas of interest
  - Population of interest
  - Theoretical influences
  - Research methods of interest

- Student meets with the committee to share his or her research interests
- Committee members develop one question for each area on (1) theory, (2) practice, (3) research methods, and (4) specialization for the written portion of the examination.
Phase III: Examination Phase

1. Written Portion of the candidacy examination

- Examination Phase begins after the committee finalizes the examination questions
- Advisor is responsible to communicate the questions to the student. Student has a maximum of two weeks to answer each question. The committee decides on the length of examination paper and the exact time allowed for answering each question (no more than 2 weeks for each question)
- Student independently works on the examination paper without assistance or feedback from the committee or any other external consultants
- Student submits the examination paper to the committee members upon completion of each question.
- Student submits a copy of the examination questions and papers to the PhD Program Office
- Oral examination will be scheduled within two week upon the completion of all examination papers
- Student submits the Application to Candidacy Form (on the Graduate School website) to the Graduate School 14 to 30 days prior to the oral exam
- Committee members review the examination papers and draft feedback

2. Oral portion of the candidacy examination

- A two-hour oral examination to test the student’s proficiency around the examination papers and other areas as determined by the committee as appropriate
- At the end of the 2-hour examination, the committee will give a Satisfactory (Pass) or Unsatisfactory (Fail) to the combined written and oral portions

Retake

- Students who fail the candidacy examination, upon approval of the committee, can resubmit the paper and/or retake the oral examination one more time only.
- A Graduate Representative must be in attendance during the Retake

Please refer to http://gradsch.osu.edu/7.4-candidacy-examination.html for policy and procedures regarding candidacy examination.
Multiple Manuscript Dissertation

Multiple Manuscript-style Dissertation Guide

PhD Program

Students, together with their committee chairs, have the option to choose to do a traditional, book-style dissertation OR a manuscript-style option. The dissertation committee must be in agreement, along with the student, prior to proceeding with this option. It is recommended that this decision be negotiated prior to the dissertation proposal defense.

I. Introduction

The dissertation is a coherent body of work; the student writes a minimum of three manuscripts suitable for publication in peer-reviewed journals. Consistent with graduate school rules, the committee must unanimously approve the dissertation. In some cases, the papers may be sufficient for passing the dissertation but require additional revising in order to be suitable for publication after the defense.

II. Number of Manuscripts

1. The student will write a minimum of 3 manuscripts under the manuscript-style format. Each manuscript is treated as a separate chapter, e.g., they will comprise Chapters 2, 3, and 4 of the dissertation.

2. The manuscripts form a cohesive body of work that supports a theme or themes expressed clearly in the introduction to the dissertation (Chapter 1).

3. The manuscripts included in the dissertation cannot be submitted for publication in academic journals prior to the dissertation defense. Submissions to conferences for presentations are allowable. Prior published work may not be included as part of the dissertation.

III. Journals

1. Students will select target journals for submission and should be prepared to defend these choices during their dissertation proposal and defense.

IV. Authorship

1. At the time of the dissertation defense, students must be sole author on all manuscripts.

2. Subsequent to the defense, manuscripts may be revised alone or in collaboration with potential co-authors including committee members.
V. Organization of the Dissertation

1. Students must comply with all formatting requirements of the Graduate School. The Graduate School requires a consistent formatting style throughout the dissertation, and as such the student may need to re-format the individual manuscripts prior to submitting them for publication (after successful defense) in order to meet the individual journal requirements. In addition to the Graduate School formatting requirements, the manuscript-style dissertation should follow these guidelines:

2. The dissertation must include an abstract that synthesizes the manuscripts, as well as an introduction (Chapter 1) and a conclusion (Chapter 5).

3. The introduction (Chapter 1) should include:
   a. A definition or statement of the problem.
   b. A rationale for the dissertation as a whole
   c. An explanation of the importance of the problem, i.e., why it is worth researching, why it matters to the field of social work.
   d. The theoretical foundation(s) supporting the problem/issue.
   e. An overview of the important literature (overview, because each manuscript submitted for the 3-manuscript format will have its own unique literature review).
   f. The research questions.
   g. The methodology to be used to answer those questions.

4. Manuscript chapters (chapter 2, 3, and 4).

5. Conclusion. (Chapter 5)
   a. Summarize the dissertation’s major findings, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences, themes or patterns) between the separate manuscripts that are included in the dissertation, presenting the document as a coherent body of work.
   b. Provide strengths and limitations of the dissertation.
   c. Present general conclusions and implications for practice and future research.

6. References
   a. If preferred, the references section may be organized by chapter.

Note: Students must be aware of the copyright issues of individual journals prior to submitting their defended manuscripts. Some journals might have copyright guidelines that make it difficult to include in a dissertation. All of these issues should be considered early on in the dissertation writing process.

Note: Questions about the interpretation and implementation of the manuscript-style dissertation option should be directed to the PhD Director and the PhD Program Committee.
Doctoral Students’ Skills Checklist

Skills that we expect our doctoral students to have developed by completion of the PhD program

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<th>Research/Scholarship Skills</th>
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<tr>
<td>A Framework of Inquiry: Theory-Intervention-Research links</td>
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<tr>
<td>• Epistemology: Proficiency in both micro-, mezzo-, and macro-level theories relevant to social work</td>
</tr>
<tr>
<td>• Understanding of the role of theory in research</td>
</tr>
<tr>
<td>• Ability to conduct research based on one or more theoretical perspectives, including a theory about the mechanisms of a change process or developmental process in their area</td>
</tr>
<tr>
<td>• Proficiency in understanding the complexities in developing theory and how this relates to qualitative research and grounded theory methods as well as quantitative methods</td>
</tr>
<tr>
<td>• Proficiency in using theory to guide question and hypothesis specification</td>
</tr>
<tr>
<td>• Understanding of the critical role of research in improving social work practice</td>
</tr>
<tr>
<td>• Build research trajectory and articulate it</td>
</tr>
<tr>
<td>** Preparation of students should also emphasize the importance of research to informing policy which in turn informs practice</td>
</tr>
</tbody>
</table>
| Build research questions and methods | Skills to conduct literature review; articulate major problem of interest, and identify knowledge gaps  
Based on literature review and identify gap, problem, or research question  
Develop culturally competent research questions and methods  
Identify a substantial research question and specify corresponding research aims  
Apply appropriate research design to answer the research question (e.g., observational, quasi-experimental, experimental, grounded theory, hermeneutic phenomenology)  
Ability to match research questions with appropriate analysis methods (qualitative, quantitative, mixed, systems, etc.) & match approach to research goal |
| Research Methods: Solid knowledge of essential issues in sampling, design, measurement, & data analysis for both quantitative and qualitative data | Measurement (Reliability and Validity for quantitative research and achieving trust worthiness, transferability, cohesion for qualitative research)  
Sampling Theory (External validity for quantitative data and theoretical sampling for qualitative data)  
Survey research (Interviews, web-based, paper, EMA, software)  
Observational research (coding, Inter-rater issues, use of technology)  
Experimental/Quasi-experimental design (RCTs, fidelity, internal validity, recruitment, incentives)  
Qualitative research (interviews, focus groups, selection of participants, transcription, coding and analysis, various traditions of qualitative research)  
Mixing methods and triangulation  
Emerging trends in science related to social work (technology, interdisciplinary research, simulation and non-linear models)  
Data collection (what to bring, how to protect privacy, how to introduce a study to a participant, how to maintain confidentiality afterwards, proficiency in ethical considerations of data collection)  
Data entry and management (data storage, checking data entry errors, creating variables, anticipating correct variable format based on analysis plan, checking assumptions/adjusting variables accordingly)  
Managing data sets (codebooks, coding, manipulation of data, imputation)  
Mastery of simple statistics, such as regression, ANOVA, t-test; and emerging expertise in at least one more sophisticated method in student’s area of interest |
<table>
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<th><strong>Research Methods:</strong></th>
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<tr>
<td>• Secondary analysis (using theory, identifying variables, handling missing data)</td>
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<td>• Skills of basic multivariate analyses (Regression, GEE, GLM, PCA, etc.)</td>
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<tr>
<td>• Scale development</td>
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<tr>
<td>• One advanced multivariate method consistent with research interests (HLM, SEM, Growth Curves, ABM, network analysis)</td>
<td></td>
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<tr>
<td><strong>Research Methods:</strong></td>
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<td><strong>For students using qualitative data</strong></td>
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<tr>
<td>• Skills for preparing and organizing qualitative data as determined by the specific approach of qualitative research (reading the data line-by-line, transcribing etc.)</td>
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<tr>
<td>• Skills in reducing data in themes through coding and condensing the codes, conducting thematic analysis, frequency of codes, comparing and relating categories to frameworks and theories</td>
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<tr>
<td>• Skills in representing the data in categories and matrices, figures, tables or discussions and narratives, as theoretically determined by the particular methodology.</td>
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<tr>
<td>• Learning how to use secondary analysis with qualitative methods</td>
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<tr>
<td>• Use of appropriate computer data management programs such as Atlas.ti where necessary</td>
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<tr>
<td><strong>Publishing Skills</strong></td>
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<tr>
<td>• Knowledge to select appropriate journals/conferences for scholarly works</td>
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<tr>
<td>• Ability to prepare and submit competitive abstracts to conferences</td>
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<tr>
<td>• Skills in poster and oral presentation at conferences</td>
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<tr>
<td>• Knowledge and skills of how to prepare a high-quality journal article for submission</td>
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<tr>
<td>• Knowledge and skills to respond to peer review comments</td>
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<tr>
<td><strong>Grant writing skills for external funding</strong></td>
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<tr>
<td>• Knowledge regarding seeking external funding to support research</td>
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<tr>
<td>• Knowledge of how to write a high-quality funding proposal</td>
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<tr>
<td>• Ability to identify potential funding sources and funders’ strategic priorities</td>
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<tr>
<td>• Identification of at least two sources who might fund their work</td>
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<tr>
<td><strong>Research Ethics and IRB</strong></td>
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<tr>
<td>• A strong sense of research ethics</td>
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<tr>
<td>• IRB skills</td>
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<tr>
<td>• Social work and social justice related competencies for research</td>
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## Pedagogical Skills

- Knowledge of multiple teaching methods (e.g., use of technology, learning styles, innovative methods, online learning, handling group projects, grading, etc.)
- Readiness to teach a basic research course and at least one other foundation course in policy, practice, HBSE, or a general social work intro course
- Knowledge of how technology can be used to enhance teaching
- Knowledge of how diversity affects the classroom
- Knowledge of concrete strategies to effectively teach diverse students, e.g.,
  - Deliver a lecture
  - Syllabus development
  - Lesson plan development
  - Grading skills
  - Organize and lead a skills lab (e.g. data lab)
- Skills to bring research into the classroom
- Socio-political-cultural-pedagogical tools
- Knowledge of the major components of the CSWE curriculum

** Experience teaching 2 courses independently, 1 on-line & 1 classroom setting by the time of graduation
### Professional Skills

<table>
<thead>
<tr>
<th>Knowledge of a typical university system</th>
<th>The structure of academia (university, colleges, schools, departments)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of shared governance and academic freedom</td>
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<td></td>
<td>Tenure: Knowledge of categories of faculty, process of promotion in a tenure-track faculty line, building a network of external reviewers</td>
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<td></td>
<td>Knowledge of service basics as an academia</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Job search skills and preparation</th>
<th>Targeting a search (what types of institutions and which schools to apply) and when to apply</th>
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<tbody>
<tr>
<td></td>
<td>Preparing application materials</td>
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<td></td>
<td>Job-talk and interviewing</td>
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<td></td>
<td>Readiness to present self well during an “informational” screening interview</td>
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<td></td>
<td>Readiness to present an appropriate job talk and present self well during a campus visit</td>
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<td>Ability concisely to articulate a compelling research storyline for the next 3 to 5 years; and an ability to convey knowledge of how to accomplish the research</td>
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<td>Ability to articulate what they can teach &amp; how they might approach it including teaching strategy</td>
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<td>Understand the nature of negotiation in the marketplace and how to ask for what you think you deserve</td>
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<tr>
<th>Other professional skills</th>
<th>Developing a research trajectory</th>
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<tbody>
<tr>
<td></td>
<td>Ability to create a professional CV</td>
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<td></td>
<td>Ability to work effectively with diverse colleagues</td>
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<td>Networking with other scholars for research/scholarship purposes</td>
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<td></td>
<td>Professional presentation skills</td>
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<td></td>
<td>A strong sense of professional ethics</td>
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<td>Peer review skills (proposals and papers)</td>
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<td>Project management skills including financial management skills</td>
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<td>Candidacy &amp; dissertation preparation</td>
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<td></td>
<td>Knowledge of and skills to work on national social work agendas</td>
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<td>Community engagement skills: Building partnerships with partners and stakeholders</td>
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<td></td>
<td>Skills related to service on committees</td>
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<td></td>
<td>Skills to balance research, teaching and service</td>
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<td></td>
<td>Facilitation, engagement, and discussion skills and strategies</td>
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<td></td>
<td>Skills to engage in critical discussions around, e.g., politics, economics, public policy</td>
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</table>
Students enrolled in the College of Social Work are expected to adhere to the conduct standards expected of all students at The Ohio State University as well as the standards for professional behavior found in the National Association of Social Workers (NASW) Code of Ethics and the College of Social Work Standards for Professional Performance. Violations of these standards will be addressed by the appropriate College or University committees in an attempt to rectify the situation.

1. College Expectations for Professional Performance

Becoming a competent social worker is a process that begins upon entrance into the College of Social Work. Students are expected to meet the professional standards for social work education and practice described here as a condition of continued enrollment in the College of Social Work. Attention to these standards will be part of the evaluations made by classroom faculty, field instructors, advisors, and other College representatives who come in contact with students. Inability to effectively meet these standards will initiate the Student Performance Review Process (refer to "Student Performance Reviews" for an explanation of this process). Significant and/or repeated failure(s) to effectively meet these standards may result in additional action up to and including disenrollment from the College in accordance with the Program Standards for Social Work Students noted herein. The professional standards described here augment the expectations for all students at The Ohio State University as stated in the University Code of Student Conduct. Misconduct by a student enrolled in the College of Social Work may result in action under the Code and/or the policies, procedures, and guidelines of the College.

College Standards

The profession of social work upholds high standards of quality and effectiveness across all areas of practice. Professional social workers are held accountable for these practice standards by the National Association of Social Workers and State licensing boards. As the producers of social work practitioners, educational institutions are responsible for ensuring students learn and demonstrate conduct reflective of professional practice standards. Accordingly, the Council on Social Work Education monitors schools of social work to ensure they maintain the level of performance, integrity, and quality that entitles them to attain and retain accreditation status. Along with stated academic requirements, students are expected to meet the following standards of conduct to maintain good standing in the College of Social Work.

Acceptance of diversity

As students progress through the program, they are expected to demonstrate an increasing appreciation and respect for the value of human diversity. In the field practicum students must
be willing to serve in an appropriate manner, all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, disability status, veteran status, gender expression and value system.

**Communication skills**

Upon entrance into the program and increasingly as students progress through the program, they are expected to communicate effectively and sensitively. With growing understanding that cultural context is influential in building relationships with others, students are expected to effectively engage and interact with fellow students, faculty, staff, clients, community members, and other professionals. For example, students are expected to express their ideas and feelings clearly, demonstrate a willingness and ability to listen to others, and respect the values, attitudes, beliefs, emotions and past experiences of their clients.

Students will help to facilitate an environment in the classroom that promotes learning and allows faculty to educate fellow students. It is a student’s responsibility to utilize educational resources provided by the University and/or the College to satisfactorily enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

**Objectivity**

Upon entrance into the program, students are expected to learn the values, skills, and knowledge required for professional practice. As students progress in the program, they are expected to demonstrate a shift from lay to professional values, skills, and knowledge in order to be sufficiently objective when evaluating the life situations of clients/community members, and others.

**Professional behavior**

Upon entrance into the program, students are expected to commit to learning what is required for professional behavior. Professional behavior includes keeping commitments to and respecting clients/community members, faculty, other professionals, colleagues, and fellow students and being able to work effectively with others regardless of level of authority. Students must engage in reflective listening, act to promote the welfare of others, and behave in a trustworthy manner in their interactions with clients/community members, faculty and other members of the College of Social Work community at all times.

Other aspects of professional behavior include being punctual and dependable, prioritizing responsibilities, attending class regularly and completing assignments on time in school and in the field practicum. Understanding and maintaining confidentiality with regard to clients/community members is of utmost importance. Promptly reporting known violations of any professional standard by other social work students to a College of Social Work faculty or staff member is essential.
Professional commitment

Upon entrance into the program, students are expected to be committed to learning about the values and ethics of the social work profession. As students progress in the program, they are expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. Students must be committed to the essential values and ethics of social work as described in the NASW Code of Ethics, which include respect for the dignity and worth of every individual and their right to a just share in society’s resources. Students are expected to adhere to the NASW Code of Ethics as they progress in the program.

Self-awareness

Upon entrance into the program, students are expected to make a commitment to learning about self-awareness and to use self-reflection consistently. As students progress in the program, they are expected to be willing to examine how their values, attitudes, beliefs, emotions and past experiences may affect their thinking, behavior, and relationships. Students are expected to be willing to bring to light, examine, and change their behavior when it interferes with their work with clients/community members, instructors, fellow students, and other professionals.

2. University Code of Student Conduct
The University Code of Student Conduct outlines the behavioral expectations for all students at The Ohio State University. Misconduct by a student enrolled in the College of Social Work may result in action under the Code and/or the policies, procedures, and guidelines of the College. It is the responsibility of students to review and understand the Code of Student Conduct. A copy of the Code is available online at: http://studentaffairs.osu.edu/pdfs/csc.pdf

3. Committee on Academic Misconduct
The University’s Code of Student Conduct defines academic misconduct as “any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” The University’s Committee on Academic Misconduct (COAM) is charged with maintaining academic integrity by establishing procedures for investigating all reported cases of alleged academic misconduct by students. In those instances where a student is found in violation, the Committee determines a suitable disciplinary sanction. Depending on the outcome of the COAM investigation, students in the College of Social Work may also be required to participate in a Student Performance Review to address additional issues related to professional performance standards. It is the responsibility of students to review and understand academic misconduct as defined by the University’s Code of Student Conduct. Actions which warrant a report to COAM can be found at: http://oaa.osu.edu/coam.html

The College of Social Work, as a professional school, expects its students to conform to the National Association of Social Workers (NASW) Code of Ethics and to be sensitive to the impact of their actions on clients, social work agencies and those who make up the College community. This code identifies a social worker’s ethical commitments to clients as well as the social worker’s
responsibilities in practice settings, to the social work profession, and to society. All College of Social Work students must be knowledgeable of this Code and behave in a manner consistent with its principles. A complete copy of the NASW Code of Ethics is available at: http://www.socialworkers.org/pubs/code/default.asp. Students who violate the NASW Code of Ethics are subject to the College of Social Work Performance Review Process.

Procedures for Addressing Violations of Academic or Professional Performance Standards

Allegations of academic or professional violations will be referred to the relevant committees in the College of Social Work and/or the University.

- Cases involving failure to maintain good academic standing, violations of the NASW Code of Ethics, or conduct which is inconsistent with the College’s expectations for professional performance are subject to the Student Performance Review Process.
- Cases involving academic misconduct shall be referred to the University’s Committee on Academic Misconduct (COAM); and
- Cases involving non-academic misconduct, as defined in the University’s Code of Student Conduct, shall be referred to the Office of Student Life Student Conduct.

*Note: In some cases, more than one committee may be involved.*

**College of Social Work Student Performance Review Process**

Concerns about academic standing or professional performance are addressed by the College of Social Work through the Student Performance Review process, which is initiated by faculty, staff, field instructors, or by the program offices. The Performance Review Process does not address student grade appeals. Refer to the relevant Program Handbooks for the student grade appeal process.

1. **Preliminary Reviews:**

A preliminary review with the student and involved faculty or staff member is the lowest level of the Performance Review Process, and outside of egregious offenses, serves as the first step in the Performance Review Process. The goal of a preliminary review is to address concerns directly with the student and work toward a mutual understanding and resolution of the concerns.

   a. When a faculty or staff member has concerns about a student’s academic or professional performance, they will:
      
      o Apprise the BSSW or MSW Program Director of the concerns in order to identify potential patterns and issues related to the student.
      o Discuss concerns directly with the student and seek to resolve the difficulties.
      o Document plan for resolution via an email to the student. The emailed
documentation should include a description of the issue, the plan for resolution, a timeline, and an indication the student has agreed to the plan. A copy should be sent electronically to the respective BSSW or MSW Program Director to be placed in the student’s academic record.

If the issue arises in field placement, the agency-based field instructor will:
- Discuss concerns directly with the student and the field liaison.
- Apprise the Director of Field Education of the concerns.
- Document plans for resolution in the field data base contact log

b. Corrective Action Plan: If the faculty or staff member and the student cannot agree on a plan for resolution, or the agreed upon plan does not lead to improvement within the established timeline, a Corrective Action Plan will be written to address the concerns. The faculty or staff member and the appropriate Program Director will meet with the student to develop the plan. If issues are related to field, the agency-based field instructor and the field liaison will be involved in developing the plan. The Corrective Action Plan will be retained in the student’s education record.

2. Formal Performance Review:
A formal Performance Review is the highest level of College review and is called when the matter cannot be resolved through a Corrective Action Plan, or when academic, ethical or professional conduct issues are serious enough to warrant formal consultation with the student. Persons with concerns about a student’s performance will complete and submit a Performance Review Request form to the Associate Dean of Academic Affairs. Within the discretion of the College, the student may be denied access to field placement and classes until the review process has been concluded. The Office of Student Life Student Conduct will be contacted as determined appropriate by the Associate Dean.

The primary purpose of the Performance Review is to identify the academic or professional performance issues which prompted the meeting, determine whether the issues can be reasonably addressed to maintain enrollment in the College, and if so, identify strategies, including accommodations when appropriate, that may remediate the issues and develop plans to promote the student’s success in completing their social work studies. Students may request disability accommodations needed to participate in the Performance Review Process by contacting the Associate Dean of Academic Affairs.

Attendees

The Associate Dean for Academic Affairs chairs the Performance Review Committee. The remainder of the Committee is comprised of the BSSW, MSW, and/or PhD Program Director; a faculty member from the respective Program Committee(s); and may include the student’s academic advisor and/or regional campus social work coordinator. When a Performance Review is
called due to a field practicum situation, the Committee will also include the Director of Field Education (or designee); the student’s Field Liaison; and may include a representative from the student’s field agency. Students may invite a support person to be present during the review. The support person may only counsel the student and may not actively participate in the review process.

The student whose performance is to be reviewed will be invited to attend the Performance Review. It is the student’s responsibility to notify the Associate Dean of their intent to attend the meeting prior to the meeting date. The Performance Review will proceed if the student is not in attendance and non-attendance shall not be construed as a negative reflection on the student.

**Online Student Performance Reviews**

The Student Performance Review Process for students enrolled in an online program option, and for whom an on-campus review is not feasible, will follow the same procedures outlined in the student handbook except their reviews may be held via videoconferencing technology. In such instances, the review will be conducted via web conference using CarmenConnect, a platform that has been approved for use at the University. Participants will be expected to utilize both audio and video during the review. Please review the Resource Center, [http://resourcecenter.odee.osu.edu/carmenconnect](http://resourcecenter.odee.osu.edu/carmenconnect), for information regarding system requirements and setup PRIOR to the scheduled performance review. If any participants have concerns regarding the technology or would like to conduct a “test call,” please contact the Program Director for guidance.

**Confidentiality of the Performance Review Process**

All prior written documentation of the student’s conduct and any proposed plans for corrective action, as well as any other relevant supporting documents, will be made available to Performance Review Committee members. The student may also submit written materials to the Performance Review Committee for consideration.

All written information presented to the Performance Review Committee by the College will be made available to the student for inspection and review prior to the scheduled Performance Review by contacting the Associate Dean. All procedures related to the Performance Review process shall be carried out in a manner that affords protection to student’s education records as required under federal law.

Members of the Performance Review Committee and other persons who appear at the review session are expected to observe the confidential nature of the information made available to them prior to and during the meeting. The decision, including any recommendations, of the Performance Review Committee are part of the student’s education records and may only be shared with those faculty and staff with a legitimate educational interest on a “need to know” basis.
Meeting and Review Process

All relevant parties will be contacted to schedule the Performance Review. The Associate Dean via the relevant Program Office staff will notify the student by email (OSU account) of the Performance Review date and time at least seven days in advance of the meeting. If the student fails to respond to the email within one week from the date it was sent, the Performance Review is held without the student in attendance. All committee members must be present at the Performance Review meeting. In the event of an illness or incapacity of a member of the committee, the chair may ask that another eligible faculty serve as a substitute to ensure an expedient review.

The Performance Review is chaired by the Associate Dean for Academic Affairs. In the event the Associate Dean is unable to be present at the meeting, the meeting will be chaired by the relevant Program Director. In such cases, a second Program Director will be asked to attend.

The meeting shall proceed as follows:

1) Fact Finding
   a) Review of facts leading to the Performance Review
   b) Additional information or clarification
   c) Summation of facts
2) Discussion of previous problem-solving strategies and action steps
3) Deliberation and Decision (for this part of the meeting, only the committee members shall be present)
   a) Deliberation, weighing all factors in present and past performance of the student
   b) Consideration of means to resolve performance problems
   c) Achievement of consensus or majority vote on recommendations

The Performance Review Committee shall have the authority to make recommendations as part of its decision including, but not limited to:

- Dismiss concerns and advise the student to continue in the program without further monitoring or review;
- Permit the student to continue in the program with particular services or supports in place, including plans for ongoing monitoring or review;
- Require remedial actions by the student to rectify the problem and satisfy the criteria necessary for the student to be in good academic standing or adhere to professional conduct standards; or,
- Dismissal of the student from the College of Social Work.

Decision Notification

A letter describing the decision of the committee will be delivered to the student by email to the student’s official university email address no later than seven (7) calendar days following the Performance Review.
If the conclusion of the Performance Review Committee is to dismiss the student from the College of Social Work, a copy of the letter will be forwarded to the Dean of the College of Social Work. Upon request, the Performance Review Committee chairperson and/or the Committee as a whole will make themselves available to the Dean for clarification or discussion of conclusions. For graduate students, a copy of the letter will also be sent to the University Graduate School.

Performance Review records will be maintained pursuant to the College’s Records Retention policies.

Appeal

The student shall have fourteen (14) calendar days from the date of the Committee’s written decision to appeal the decision in writing to the Dean of the College of Social Work. The student has the right to appeal on the basis of the following:

1) A procedural error related to the review process that resulted in material harm or prejudice to the student;
2) The student believes the decision of the Committee is grossly disproportionate to the violation(s) committed, considering the relevant aggravating and/or mitigating factors;
3) Misinterpretation or misapplication of the institutional rule or professional or ethical standard alleged to be violated; or,
4) Discovery of substantial new evidence that was not available to the Performance Review Committee at the time of the review, and which reasonably could have affected the decision of the Committee.

The Dean will review all pertinent materials, consult with the Associate Dean, and communicate a decision within fourteen (14) calendar days from receipt of the appeal. If the basis of the appeal is “substantial new evidence,” the Dean may request a reconsideration of the case by the Performance Review Committee. For other appeal considerations, the Dean may convene an Ad Hoc Appeals Committee. The decision of the Dean shall be final.
Reactivation Policy

OSU College of Social Work

Graduate Student Reactivation Policy

Students who were admitted and enrolled in a graduate program and who subsequently take a leave of absence from the program may provide a written request for reactivation to the respective program. The request should include an explanation for the leave of absence. If the student left in good standing and the time period is within five years of last date of enrollment, she/he may be reactivated or denied reactivation by decision of the Graduate Studies Committee or the relevant GSC Program Subcommittee. In cases where student reactivation is approved, students shall not be required to resubmit application materials, unless specifically requested to do so by the GSC or its Subcommittee.

MSW PROGRAM

Students in the MSW program who have not registered for classes in the last five years will be discontinued from the graduate program to which she/he was enrolled. In such cases, students who request to return to the program shall be required to reapply and submit at a minimum a new application, personal statement, and resume. The GSC or its Subcommittee may request additional information as needed to complete a full review of the request. All MSW students who have been discontinued from the program shall retake all required coursework. Elective course credit may carry forward at the discretion of the GSC.

All MSW students requesting reactivation and who left their program not in good standing will require review of the GSC or the relevant GSC Program Subcommittee regardless of time away. In such cases the GSC may determine the student ineligible to return or may request information from the student beyond the required materials as outlined above. Students whose GPA fell below a 3.0 and who have been away from the program for five years or more may submit a request to the GSC and Graduate School for a “Fresh Start” option. If approved by both the GSC and the Graduate School, the student would be required to start all over in his/her respective program with no graduate credits brought forward from previous enrollment.

PHD PROGRAM

Students in the PhD program who have not registered for classes in the last five years will be discontinued from the graduate program to which she/he was enrolled. In such cases, students who request to return to the program shall be required to reapply and submit at a minimum a new application, personal statement, and resume. The GSC or its Subcommittee may request additional information as needed to complete a full review of the request. All PhD students who have been discontinued from the program shall retake all required coursework. Elective course credit may carry forward at the discretion of the GSC.
Reactivated post-candidacy students may follow Graduate School policy to request a supplemental candidacy exam in order to resume work on the dissertation. Dissertation committees formed prior to the student’s leave of absence will not automatically resume upon the student’s reactivation. Students will confer with faculty previously constituting the committee, beginning with the dissertation advisor, to determine faculty availability and willingness to continue serving on the student’s committee. Any prior IRB submission made relative to the student’s dissertation research prior to the leave of absence will be resubmitted for review as appropriate.

Any PhD student requesting reactivation and who left her or his program not in good standing will require review of the GSC or the relevant GSC Program Subcommittee regardless of time away. In such cases the GSC may determine the student ineligible to return or may request information from the student beyond the required materials as outlined above. Students whose GPA fell below a 3.0 and who have been away from the program for five years or more may submit a request to the GSC and Graduate School for a “Fresh Start” option. If approved by both the GSC and the Graduate School, the student would be required to start all over in his/her respective program with no graduate credits brought forward from previous enrollment.

Exceptions: Students who were on leave from the program due to active military service or family medical leave shall be given special consideration in determining the length of time allowed for reactivation without the need for a complete reapplication packet or loss of credit hours.