

**Ph.D. Program Handbook**

**2024**

<https://www.luc.edu/socialwork/academics/graduate/phd/>sswphd@luc.edu

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# MISSION & PROGRAM GOALS

## Mission

Our mission is to educate and train doctoral students to be independent scholars who conduct rigorous social work research and deliver effective teaching strategies to future social workers. The PhD Program at Loyola University Chicago School of Social Work builds on its clinical reputation by preparing doctoral students to create and evaluate practice-informed, client centered interventions and polices that impact practice at the micro, mezzo, and macro levels. Doctoral students are trained in these practice-informed approaches to understand and respond to the complex social, racial, and economic justice issues that impact the most marginalized and oppressed in our society. The doctoral program reflects the social justice mission of our university by training doctoral students to engage in reflective and intentional study to become scholars who transform themselves, their community, the profession, and their world.

## Program Goals

The specific goals of the PhD Program at the School of Social Work at Loyola University Chicago and consistent with national goals as outlined in the Group for Advancement of Doctoral Education <https://www.gadesocialwork.org/> are to prepare professionals for:

* Scholarship and research in areas that include but are not limited to theory building, effectiveness of practice interventions, program evaluation, and policy assessment, formulation, and reform.
* Academic teaching in the content areas of theory, practice, research, and policy.
* The advancement of the social work profession in a context that is global, multicultural, and requiring and addressing global-based human rights violations and inequalities.
* Leadership in the profession’s commitment to remedying the growing and profound inequality with a commitment to policies, practices, and research that remedy those inequalities and their immediate negative effects on vulnerable populations.
* Inter-disciplinary scholarly work through course electives taken outside the SSW (School of Social Work) to enhance student’s learning toward completion of their dissertation.

# PROGRAM OUTCOMES

At the completion of the program, doctoral students in the PhD program should be able to demonstrate the following competencies as a practice-informed researcher and teacher in the field of social work.

* Demonstrate a commitment to social justice, equity, and inclusion of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.
* Practice self-reflection and awareness of one’s positionality in research and teaching, including a commitment to anti-racist and anti-oppressive practices in social work research, practice, and education.
* Critically analyze social work theories, practices, policies, and research and contribute to the generation of new knowledge.
* Demonstrate awareness of historical and contemporary issues in social work, especially those related to social, economic, and racial justice.
* Demonstrate knowledge of the social work profession through a multi-dimensional, socioeconomic, political, global, and multicultural context that addresses human rights violations and inequalities.
* Demonstrate the capabilities of an independent research scholar, the necessary interpersonal skills for team-based research and scholarship, and the ability to contribute to the knowledge base in one’s area of interest.
* Develop an emerging pedagogical style with teaching strategies for online and in person classrooms, which support establishing an inclusive classroom tailored to the learning styles of diverse students and their intersectional identities.

# GRADUATE SCHOOL

Social Work doctoral students are members of the Loyola University Chicago Graduate School.

Prior to the start of their program, students will attend two orientations – one provided by the School of Social Work, and one provided by the Graduate School. The Graduate School disseminates regular email announcements and maintains a website <http://www.luc.edu/gradschool/index.html>where it posts academic policies, forms, dates and deadlines, and resources including the Graduate School Handbook**. It is very important that all doctoral students familiarize themselves with the Graduate School website and regularly check the graduate school website and their email to familiarize themselves with university policies relating to doctoral education and to answer questions or concerns.** The Director of the Social Work Doctoral Program is available if questions persist.

Academic Standing: According to the Graduate School, a degree-seeking student is in good academic standing if they: 1) meet the standards of quality of his or her academic program and the Graduate School; 2) make satisfactory progress toward completion of degree requirements within the established time limit; 3) fulfill the Graduate School's requirement regarding continuous registration; and 4) fulfill the Graduate School's requirement regarding grade-point average. Students must maintain a 3.0 average in order to remain in good standing in the LUCSSW. Students who are not in good academic standing are not eligible to receive a degree and cannot hold an award.

# PH.D. PROGRAM CURRICULUM

Course Structure:

· 2-year, *48 credit hour* model:

|  |  |  |
| --- | --- | --- |
|  | Fall | Spring |
| Year 1 | 12 credits | 12 credits |
| Year 2 | 12 credits | 12 credits |

There are no summer classes. Students take two electives, the first in the Fall semester of Year 2 and the second in the Spring of Year 2 to strengthen quantitative and qualitative analytical skills and interdisciplinary expertise. This will ensure that students are better prepared for comprehensive exams and exposed to methods and ideas from other disciplines to enhance their dissertation work.

### Course Sequence: (Course descriptions will follow)

|  |  |  |
| --- | --- | --- |
|  | Fall | Spring |
| Year 1 | SOWK 800  SOWK 801  SOWK 817  SOWK 818 | SOWK 802  SOWK 803  SOWK 804  SOWK 820 |
| Year 2 | SOWK 828 SOWK 805  SOWK 822  Elective | SOWK 829  SOWK 806  SOWK 808  Elective |

In Year 3, a student is considered full-time in the PhD program if he/she/they are registered for either SOWK 827: Doctoral Study or SOWK 600: Dissertation Supervision. It is not necessary to register for either of these courses during summer terms, **but it is imperative that students register for either of these two courses every fall and spring term until graduation.** SOWK 827 is appropriate for students during and after comps but prior to having a dissertation chair. Students should sign up for SOWK 600 under the name of their dissertation chair once they have begun work on their dissertation proposal. Not registering for either of these courses once the core curriculum and comps have been completed will result in the student being terminated from the program and must reapply. If there is an emergency and you must suspend your studies, a leave of absence is a possibility and should be discussed with the Director of the Doctoral Program. As with other policies, announcements and reminders will be sent to students by the Director of the Doctoral Program and the Graduate School as appropriate.

## Required Ph.D. Course Waiver Policy (Adopted Spring 2017)

**Purpose**: To provide opportunities to waive out of required SSW PhD courses for those doctoral students who have completed equivalent doctoral level courses. Graduate level courses are eligible to be considered if the content is equivalent to doctoral level study. This policy establishes a process to ensure consistency across courses and students and to provide some quality control to ensure the goals and objectives of SSW courses to be waived have been met. **Process**: Students may petition to waive out of a required SSW PhD level course if they have taken an equivalent doctoral or graduate level course(s) at another institution within the past 5 years. Students should be aware that University based tuition waivers only cover required courses within the Social Work PhD curriculum or approved electives. The waiver does not give academic credit for the waiver granted which means the student is required to take a substitute course within the domain of social work or doctoral equivalent in a related field. Experience alone is not sufficient to meet the requirements for a PhD course waiver. Should a student wish to transfer credit into LUCSSW, they should review the Graduate School policies on transfer credit. And consult with the Director of the Doctoral Program <https://www.luc.edu/gradschool/academics_policies.shtml>

Prior to the submission of the SSW Required PhD Course Waiver Petition, the student should discuss the petition with the PhD Program Director. Students may waive a maximum of 2 required PhD courses and may petition to waive any course in the curriculum. This must be submitted prior to admission for review by the PhD Program Director as well as review and vote by the Doctoral Committee.

The SSW Required PhD Course Waiver Petition is initiated by the student and submitted to the PhD Program Director. The petition contains three items: 1) the syllabus and transcript of the equivalent course taken elsewhere; 2) the syllabus of the SSW PhD course to be waived; and 3) a statement that explains how the equivalent course(s) taken elsewhere meets the goals and objectives of the SSW Required PhD course to include social work specific goals and the substitute course (the course taken instead of the SSW Required PhD course). The PhD Program Director will present the petition to the Doctoral Committee for discussion and vote. The Doctoral Committee may accept the petition as it stands or make recommendations. The decision of the Doctoral Committee stands and will be communicated to the student.

# PH.D. COURSE DESCRIPTIONS

**Fall 1st year**

### SW800: Statistics

This course is the first in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference. The focus for the course is the applied use of statistical methods for the analysis of social science data using SPSS and manual calculations. In addition to covering applied statistical concepts and their application to data, the course will also critically examine the question of causality. Furthermore, the course will promote critical thinking around how statistics can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups, and around ethics in quantitative analysis.

### SW801: Historical and Contemporary Issues in Social Work Practice

The course will provide a critical review and analysis of the historical development of social work practice and identify and explore contemporary issues that impact the current delivery of social work practice services. The course will also track the development of important themes and trends in social work, education and research. Students will read from the professional literature ranging from the early 1900s to the present; critically evaluate the development of social work practice theory, knowledge, and skills as the profession sought to define what constitutes social work practice; examine the broader social, cultural, political, economic, and other contextual forces that shaped (and were shaped by) the development of social work practice and the provision of services to individuals, families, groups, and communities. Using an intersectional framework, students will identify, explore, and discuss contemporary issues through a historical lens that have a direct impact on social work practice. The issues may exist at the micro, mezzo, or macro level and may involve gaps in the professional knowledge base, new or not yet well examined service needs to new or marginalized populations, new or not yet well examined types of social work practice interventions, the impact of broader contextual forces on social work practice services, or other issues that impact the contemporary understanding and delivery of social work practice services.

### SW817: The Nature of Social Work Knowledge

This course aims to help students understand the variety of contemporary understandings of science in the social and behavioral sciences, and foundational aspects of designing research to develop conceptual frameworks for social work practice. Emphasis will be on science as a problem-solving process, with scientific knowledge development being a major link for the social worker between the roles of practitioner and researcher. Important contemporary controversies and knowledge gaps are also studied. The readings draw from diverse metatheories currently used by social workers and afford students the opportunity to understand how practice data differ according to practitioners’ and researchers’ choices of theory, data-gathering method, and interpretive perspective.

### SW818: Social Work Research Methodology: Overview of the Fundamentals

This course presents an overview and critical analysis of the research methods commonly used in social work and other related disciplines. The course will involve reading about these research methods, critically analyzing a variety of research reports, and applying research methods to an area relevant to the advancement of knowledge about social work selected by each student. The importance of critical thinking and knowledge development for the profession is emphasized throughout, especially as it applies to the advanced practitioner/scholar.

### Spring 1st year

#### SW 802: Grand Theories and Perspectives in Social Work Knowledge

This course focuses on grand theories and perspectives which guide social work practice, research, and policy. Students in this course will critically examine the grand theories and perspectives which have influenced social work in the past, currently influence social work, and will likely shape the profession of social work in the future. Through examining and critiquing the grand theories and perspectives, students will be challenged to think about how these theories do and do not address social and economic justice while also acquiring more knowledge regarding how these theories and perspectives help students better understand their substantive areas.

#### SW 803: Advanced Statistics

Advanced Statistics is the second in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers various multivariate statistical analysis techniques to test hypotheses that are most relevant to issues of social, economic, racial, and environmental justice. Knowledge of statistics is expected but extensive knowledge of math is not expected. It is expected students have familiarity with SPSS. A combination of teaching techniques will be used to include lecture/discussion, small group work, and lab reports. As a doctoral level course, it is expected students engage in self-directed inquiry by engaging in activities that maximize learning beyond assigned course material and collaborative work with peers. The course will focus on practical topics and the application of these techniques to realworld research problems, and students will gain a good working knowledge of the assumptions and theory of multivariate statistical analyses.

#### SW804: Qualitative Research

This course provides an overview of the fundamentals of qualitative research. It provides a detailed consideration of knowledge and skills in qualitative inquiry. It examines issues in the philosophy of science and paradigms for qualitative inquiry in social work. It emphasizes principles and procedures for qualitative inquiry design, including an introduction to data collection, analysis, and report writing, while attending to criteria for establishing trustworthiness. Particular attention will also be paid to developing skill in the evaluation of qualitative research methods, designing rigorous, high quality, studies, and the protection of vulnerable research participants in qualitative studies.

#### SW820: Social Theory and Social Change

This course will explore the evolution and development of macro practice in the United States with a focus on theory and methods that undergird community practice and policy practice. These distinct methods, as well as different practice models associated with them, will be considered in the context of the social work profession specifically and social change broadly. Course content will include a conceptual history of macro practice within social work, including the unique role of macro practice methods in carrying out the mission of the social work profession. The role of different forms of power, at the institutional and social level, as well as values and ethical dilemmas associated with macro practice and their relation to social work, will also inform the course. Importantly, we will consider the impact of macro practice on historically marginalized and oppressed groups and in addressing social problems in the United States, as well as when and how marginalized and oppressed groups have influenced social policy through collective action. Finally, the course will identify and interrogate the idea of “best practices” in macro practice—historically and in contemporary society—as it addresses key questions including: What have been key trends in the development and use of macro practice? What methods of macro practice have been effective, and how do we know? What are areas for improvement and innovation in community practice and policy practice?

### Fall and Spring 2nd year

#### SW 822: Organizational Analysis

Human service organizations, such as social service agencies, religious organizations, schools, and advocacy organizations, are central actors in the lives of disadvantaged populations and important tools for solving social problems. SOWK 822 explores the ways in which an organizational lens can be usefully applied in the context of social welfare related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations. It will also provide insight on how to use organizational theory in research, allowing for a range of methodological approaches

#### SW 808: Seminar on the Integration of Research, Practice, and Theory in Social Work Scholarship

This course focuses on the examination of research, practice, and theory as well as the integration of these focal areas in doctoral students’ substantive areas. Students will examine the research, theories, and practices that have been used in their substantive areas to gain further knowledge of the current state of their substantive areas and address key research questions. The integrated knowledge will be seminal in furthering students’ ideas for future research and scholarship in their substantive areas. Students will have the opportunity to brainstorm and articulate their ideas through several assignments that focus on the various facets of the research that has been done in their area (e.g., research design, sampling, data analysis), use of theory in one’s substantive area (both deductive and inductive), and current practices and potential novel interventions. Based on an increased understanding of the current state of the students’ substantive area, students will be challenged to think about avenues for moving the research, practice, and theory in their areas in future scholarship forward.

#### SW 805/SW 806: Research Practicum

This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative, and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer reviewed journals. Research designs appropriate for research projects will be studied, and can include quantitative such as experimental, quasi-experimental, relational, descriptive and qualitative strategies such as ethnography, grounded theory, and case study. In turn, both quantitative and qualitative techniques such as surveys, interviewing, focus groups, observation and others will be explored. Students will have the opportunity to construct tools for both quantitative and qualitative approaches in preparation for their future dissertation endeavors or choose appropriate existing measures. Appropriate methods of quantitative and qualitative analyses are discussed. For quantitative approaches, students will be exposed to SPSS, a data analysis package, which will be used as a vehicle to review descriptive, bivariate, and multivariate statistics. For qualitative approaches, students will be exposed to NVivo for qualitative analysis.

#### SW 828/829: Teaching Seminar and Practicum

These two courses are designed to provide doctoral students with a thorough overview of teaching within a university setting from a social justice and anti-racist perspective and the practical experience of preparing and teaching a course. The first course focuses on theories of learning, the application of these theories to the teaching process, and the teaching process itself.

Students will examine these processes and their applications as they apply to diverse student groups and in diverse settings (classroom, field, and agency settings). Both “courses” focus on expanding teaching skills specifically related to addressing diversity, oppression, and social justice issues in the classroom and within the academy. Topics related to monitoring and heightening self-awareness, meeting multicultural student needs, as well as creating and maintaining a brave and safe classroom culture and environment are emphasized. The second course includes a supervised learning experience with a teaching mentor and in regular seminars on instructional methodologies, facilitating discussion and active learning in the classroom, strategies for evaluating student performance, and discussions on managing sensitive and/or challenging issues in the classroom, specifically issues related to social identities, diversity, oppression, and social justice. The teaching practicum seminars will provide an opportunity for students to discuss their progress in the practicum and receive feedback from their peers and the instructor as well as the teaching mentor and student evaluations.

# EVALUATION AND ADVISING

In addition to evaluations in individual courses, students’ progress in learning is evaluated through a written and oral comprehensive exam and the dissertation process. The advising system is critical for successful negotiation and completion of each of these tasks.

## Comprehensive Exam

Once students have completed the core curriculum (the second year of course work) they prepare for the Comprehensive Exam. The exam tests knowledge and critical thinking in research and micro/mezzo/macro theories and practices in the context of social justice applications. The Director of the Doctoral Program provides guidance in the spring of the second year for students to prepare for the comprehensive exam, and to discuss the logistics of the exam (both written and oral). Students are given copies of the rubrics used to evaluate their exams to help them better prepare. The exam is developed by faculty who teach in the doctoral program and are graded by faculty teams (three faculty each: one team per student) under the direction of the director.

The written portion of the exam is “open book” and will be completed independently over the course of 3 weeks in the early weeks of the fall semester of the third year. Additionally, there is an oral portion to the exam in which students respond to questions from the grading team of three faculty who have read and evaluated the student’s written exam. The oral exam lasts approximately 90 minutes during which time the student can address any areas they feel they did not adequately cover in the written exam and be questioned by the team of graders for clarification, elaboration, and more critical analysis of their content area. Once the exam is completed, students are notified within two weeks whether they have passed or failed and provided feedback on what, if any, changes are necessary to make to have a successful pass. If a student fails the exam or a section of the exam, he/she/they must retake the exam. If after two revisions of the exam the student still does not demonstrate competency, the student will officially fail the exam and be dismissed from the program. If a student passes the comprehensive exam, he/she will proceed to working on their dissertation proposal. This decision can be grieved at the department level (see Appendix). If the student is still not satisfied at the department level, they may grieve at the Graduate School level [(https://www.luc.edu/gradschool/academics\_policies.shtml)](https://www.luc.edu/gradschool/academics_policies.shtml).

The total page limit for the written exam is 30 pages text (not including references). The comprehensive exam is NOT meant to be the first round of designing the dissertation proposal. It can be in the same area of study, but this is an exam where students demonstrate critical thinking skills and understanding of essential research procedures as they relate to the questions they have identified for the exam. By requiring demonstration of competency in both quantitative and qualitative methods the goal is to get students to think critically about their questions, imagine the complementarity of both quantitative and qualitative approaches to knowledge generation, and seek greater rigor in answering the research questions. Application of practice and org./policy interventions and programs are essential to include in the exam to demonstrate how this literature provides scaffolding (theoretically and empirically) for their research questions. In the same way that the students are tested on the knowledge of research methodologies, the exam also challenges them to provide practice applications at micro, mezzo, and macro levels—even if their unit of analyses/level of analysis may not directly fit all domains. The last layer of the exam is to have research and practice applications be demonstrated and presented with the core values of social justice.

The objective of the comprehensive exam process is to enable students to demonstrate the following capabilities:

* Locate their work in the intellectual landscape of social work.
* Critically analyze theories, practice, policies, and research.
* Understand the relations among social work education, research, and practice.
* Understand how knowledge in social work is relevant to public issues, including promoting social justice and increasing equity.
* Understand the role and importance of social work values and ethics in research and knowledge development.
* Develop expertise in at least one specialized area of knowledge.
* Articulate the major issues and controversies in social work, both past and present.
* Know the state-of-the-art practices/interventions within the student’s field of inquiry.

## Advising

During the time as a student and candidate in the PhD program, there are opportunities to interact and work with SSW faculty in a variety of ways, including advising, supervising, and mentoring. The following section defines and describes these roles for the purposes of the SSW PhD program. While these roles, definitions, and descriptions are not meant to be exhaustive, they provide some context to the relationships you’ll likely develop with faculty and some of the expectations of those relationships.

## *Roles of Advisor, Mentor, and Supervisor*

***Advisor:*** Students will work with an academic advisor throughout their time in the SSW PhD program. Upon entry to the program, the Director of the Doctoral Program will serve as the advisor to students. Once students have passed their comprehensive exams and formed a dissertation proposal committee, the chair of that committee becomes their advisor. In working with their academic advisor, students may anticipate support around orientation to the program, to doctoral training, and curricular advising, which will include clear structure and support around which courses to take, when to take them, and guidance and support around academic expectations in the program.

***Graduate Assistant Supervisor:*** Students admitted to the program are formally assigned to work with a faculty member on a variety of projects, which may include, but are not limited to research development and design, grant writing, data collection and/or analysis, and data write up for presentation and/or publication. This faculty member ultimately serves as a supervisor for the student’s work for that faculty member, and not for their academic or other professional work related to the program. It is important to understand the distinction here. While a graduate assistant supervisor may advise a student on academic issues, and further provide some level of mentorship for the student, the relationship is also professional and founded on an understanding that the faculty member will supervise the student’s work for the faculty member. The student is accountable to the faculty member to provide the required hours for work, and the faculty member is accountable to the student to provide work and reasonable expectations for the student’s efforts. Documentation of the hours worked, and tasks completed will be submitted to the Director of the Doctoral Program each semester. Forms are located on Sakai sites for doctoral students and the site for Faculty and Staff under “resources.”

***Faculty Mentor:*** While studying and working in the program, students will likely meet faculty with whom they share interests and with whom they wish to develop a deeper relationship, something beyond that of an advisor or a graduate assistant supervisor. This individual may serve as a faculty mentor. While there are no formal mechanisms for assigning students to faculty mentors, it is strongly encouraged that students identify a faculty mentor within the school, or in unique circumstances, outside the school. It is recommended that the key feature of the faculty mentor be that they are an expert in a student’s area of interest, in terms of content or methods. In order to meet faculty, it is recommended students contact the potential mentor directly via email to arrange a convenient time to meet and discuss this role. Given that there are no formal mechanisms to coordinating this role, it is important for students to take responsibility for meeting faculty and creating these relationships.

For some students, some of these roles may blend. For other students, these roles may be filled by three different faculty. Regardless of the permutations, it is important to understand that these are three unique roles with unique responsibilities. As an adult learner, it is the student’s responsibility to be familiar with these roles and related duties and expectations.

## Adverse Events

In light of an adverse event, including but not limited to personal or family illness, death, or another major life event\*, doctoral students may elect to work with the PhD program director to request an extension for completing the comprehensive examination. The Doctoral Committee in conjunction with the program director review and decide on these requests. It is the student’s responsibility to initiate this process at least 2 weeks prior to the distribution of the exams. In the case of an adverse event occurring within 2 weeks of distribution of the exams or during the exams, it is the students' responsibility to notify the program director as soon as possible. The program director will then notify the committee. These exceptional situations will be considered and determined by the committee on a case-by-case basis. Students who receive an extension on their comprehensive examinations will work in consultation with the program director to establish a timeline to complete the exams. This timeline will also be reviewed and approved by the doctoral committee.

Students seeking ADA accommodations should work with the LUC Student Accessibility Center

(SAC). More information about available services may be found here: <https://luc.edu/sac/> Students seeking ADA accommodations should have letters from SAC submitted to the program director at least 2 weeks prior to the distribution of exams.

*\* Examples of major life events include birth of a child, death in the family, illnesses and medical emergencies, major car accident, etc.*

## Dissertation

The third academic year is spent developing a dissertation committee and proposal. As directed earlier in this document, students register for SOWK 827 until they have an accepted proposal.

The Graduate School allows only two sections over the course of students’ academic career. Whether a proposal is completed or not, students must register for SOWK 600 after two semesters of SOWK 827 until graduation. The dissertation process in the SSW conforms to the Graduate School standards under the heading of "Dissertation/Thesis Formatting" outlined at [http://www.luc.edu/gradschool/formatting.shtml.](http://www.luc.edu/gradschool/formatting.shtml) The Graduate School also offers workshops on formatting and informs students of formatting deadlines to meet graduation requirements. Dissertation must meet formatting deadlines to graduate on time, so it is important to pay attention to announcements from the Graduate School. It is the doctoral student’s responsibility for documenting and maintaining their current status in the Graduate School Progress System (GSPS) discussed further in this document.

**Maintenance of Student Status:** Students should note that no course credit is given for dissertation work. A student is considered full-time in the doctoral program if they are registered for either SOWK 827 Doctoral Study (the course taken pre-proposal approval) or SOWK 600 Dissertation Supervision (once the dissertation proposal has been accepted) after required courses are completed. It is not necessary to register for either of these courses during the summer semesters, but it is imperative that every fall and spring semester until graduation, students register for either of these two courses. Failure to sign up will result in the Graduate School withdrawing the student from the program and require that the student reapply for readmission into the program. If at any time you think you need to take time off for family emergency or other similar reason, please discuss this with the Director about the possibility of a leave of absence.

# DESCRIPTION OF THE DISSERTATION PROCESS

### Overview

Students are encouraged to begin thinking about specific areas for scholarly inquiry early in their course of study and to discuss these interests with full time faculty members who have similar interests and expertise. The educational curriculum and experiences are planned to facilitate the development of skills of intensive investigation and the application of research techniques to micro, mezzo, and/or macro phenomenon, processes and/or services. A dissertation chair may be selected as early as the second year or after the two years of required course work. The development of the dissertation proposal is a continuous process of focus, modification, and refinement until the proposal is developed to the satisfaction of the student and the dissertation chair (who now serves as the student’s advisor). The chair may help the student explore an appropriate topic and develop a proposal, and/or assist the student in utilizing other faculty members in the development of proposal. In addition, the chair assists in determining an appropriate and available committee to work with the student throughout their dissertation process from proposal through the research process and the successful defense of their work. Students are encouraged to confer with faculty during every phase of the process, from the selection of a committee, the development of a proposal, and the implementation of the research. The Graduate School has outlined the steps of the dissertation process at [https://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20di ssertation.pdf](https://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20dissertation.pdf)

## Dissertation Committee

The Dissertation committee is composed of at least three faculty members with doctorate degrees in their disciplinary field: the chair and two other faculty. The chair must be on the full-time faculty or Emeriti faculty of the School of Social Work. The remaining two committee members must be on the regular faculty or Emeriti faculty of Loyola University of Chicago; however, students may request that the third member (with a doctorate in their field) be appointed from outside the school. Request for a committee member from outside the Loyola will be evaluated by the Director of the Doctoral Program and the Graduate School which requires his/her/their vitae be submitted as part of the evaluation process.

Students should choose committee members in consultation with their committee chair and to serve specific roles in the following 3 areas: the overall content area, research expertise (qualitative or quantitative methods), and specialty in an area that is covered in the proposal. Students may also consult with scholars/professionals not on the dissertation committee with special knowledge or expertise relative to the proposal on an informal basis and under the guidance of the chair. Once the full dissertation committee is agreed upon by chair and student, the student enters his/her/their committee into the GSPS system [https://gsps.luc.edu/.](https://gsps.luc.edu/) This triggers an email to the members who accept membership onto the committee, followed by approval of the doctoral director and then the Graduate School.

It will be the responsibility of the student’s dissertation chair, in consultation with the student, to determine when a proposal is sufficiently developed for formal review by the committee. The student will work with the committee members to determine a date and time for the student’s dissertation proposal defense. Only the dissertation committee and the student participate in the proposal hearing. Three possible actions are voted on by the committee: approval, disapproval, or conditional approval of the student’s dissertation proposal. The committee may also decide whether a second formal hearing is needed for successful completion of the proposal. If conditional approval is given, the student must re-submit the modified proposal in writing to the committee for final approval. In the case where a student has chosen (in agreement with chair) to have a fourth member on the dissertation committee, all four members will vote.

### Function of the Proposal

The preparation of a dissertation proposal is one of the most important aspects of a successful doctoral education experience. It sets the direction and tone for a major research effort and brings together the creative thoughts of the student and advice of the student’s dissertation committee. The proposal is a living document – one which evolves, changes, and matures through research, knowledge, ongoing development, and committee deliberations with the student. The objective of the proposal development process enables is the refinement, clarity of focus, scope and feasibility of the eventual dissertation effort which can only be accomplished by consistent use of faculty advisement and consultation with his/her/their chair and faculty members who become part of the committee. Once the chair and the committee members determine the proposal is ready for review a proposal defense can be scheduled.

Approval of the dissertation proposal implies the consensus has been reached between the committee members and the student concerning the direction, scope and structure of the planned study. In conducting the dissertation effort, new factors invariably unfold which potentially might alter components of the planned dissertation after the proposal has been approved and which must be reviewed and approved by the committee in a systematic process established by the committee chair. Formal notification of an approved proposal and change process shall be done in writing following the Proposal Hearing and appropriate forms must be submitted via [https://gsps.luc.edu/.](https://gsps.luc.edu/)

It is critical for the student to recognize that no work can begin on the proposal, even though it has been approved by the Proposal Committee, until the student, with Chairperson as faculty sponsor, has received the approval of Loyola University’s Institutional Review Board for the Protection of Human Subjects. Approval must also be obtained from any other board or committee for oversight of research on human subjects that may apply to the organizations relevant to the study in which the research is taking place. Information regarding the online IRB application process can be found at: <https://www.luc.edu/irb/index.shtml> The student must work closely with the chair since he/she/they is responsible for reviewing and signing off at every step.

To carry out and be eligible to apply to the IRB, the student must be Collaborative Institutional Training Initiative (CITI) certified. This is an online module course on research, ethics in research, and compliance with university research standards with quizzes that must be passed to be certified. CITI Certification is valid for three years and after three years students must take refresher training to maintain certification status. Instructions are available at <https://www.luc.edu/irb/irb_reviewprocess1.shtml>with specifics about CITI training available at [https://www.luc.edu/ors/citicourse/.](https://www.luc.edu/ors/citicourse/)

## Components of a Proposal

A well-presented proposal should include the rationale for the proposed research, relevant literature review, question formulation and justification, methodology and plan of an analysis. The proposal process also establishes the style of the working relationship between the student and his/her/their committee. Implicit in this agreement is the commitment of the committee to guide the student and the commitment of the student to following the negotiated protocols on the conducting the dissertation. It is desirable that each of these components be as clear as possible by the time the dissertation proposal is approved.

The following elements are essential ingredients of the written proposal and thus may serve as general guidelines to the student:

**Statement of the Study Issue**

Indicate a tentative title for the project and try to state the central focus of the study in as few words as possible. Then clarify and elaborate the issue so that the reader can grasp the subject of the proposed inquiry. This section should include the core statement of the research question or hypothesis.

* **Rationale**

Indicate the basis for your choice of the study issue and discuss its potential for contributing to knowledge likely to be useful to the social work profession. Specification must be made concerning the significance of this study to social work practice.

* **Prior Related Work in the Profession**

Students will engage in a thorough examination of the literature (research, theoretical, conceptual) in their substantive area. Attention should be directed to both theoretical materials related to the topic as well as to investigations bearing on it. Rather than cataloging the work of others, present your synthesis and critical analysis of it. The scope and limitations for illuminating the issue of concern should be made clear in the literature review.

* **Method**

This section should include a description of the general plan of the research study. The form of the project and the basis for its choice should be stated. For projects emphasizing collection of empirical data, the plan should identify the data source, sampling techniques, and the size of the sample envisioned. The student should outline the method by which the student expects to secure and analyze the data and the procedure he/she/they expect to follow in the research. For projects not emphasizing the collection of original data, an outline of the proposed course of work should include the sampling plan (e.g., are standardized measures to be used or new data collection instruments developed); and what form(s) of analysis will be applied. If human subjects are involved, plans for approval by the Institutional Review Board on Human Subjects must be developed following university guidelines.

* **Feasibility**

Approval of proposal will depend in part on feasibility. It is important to determine whether the student resources needed for the pursuit of a dissertation project are readily accessible. The student must be able to point toward possible impediments in the dissertation plan and have alternatives strategies in mind. In some instances, pilot studies may be advisable to refine instruments, test accessibility to select client populations, refine study questions or experiment with analytical procedures. It is recognized that it may not be possible at the time of the hearing to clarify every part of the plan in full. The proposal should specify as much as possible the research plan in its entirety to identify the aspects of the plan which cannot be specified. The statement of design should indicate the procedure by which clarity about these matters may be achieved.

### Format of Proposal

The written format of the proposal must conform to the norms of acceptability in scholarly publications (i.e., APA manual, 7th edition).

## Dissertation Proposal Hearing

Once the chair and student have decided that the dissertation proposal is ready to be presented, the chair schedules a time for the committee to meet. Completed copies of the proposal must be made available to the Proposal Committee members and participating special consultants at least two weeks prior to the date of the formal proposal hearing. The best practice would be to inquire with committee members about their schedule to best accommodate their ability to read and review the proposal for the scheduled hearing date. Students should allow enough time in case there are any major concerns with the proposal indicated by a committee member, so a resolution can be found by the time of the proposal hearing. During the proposal hearing the student orally presents his/her/their dissertation proposal to the committee. After the presentation, the committee members ask further questions to clarify any issues. Once they are finished, the student steps out of the room so the committee can discuss and vote on the proposal. The possible choices for decision on the proposal are approval as is, conditional approval requiring modifications, or not approved.

## Responsible Conduct in Research and Scholarship

Loyola University Chicago is committed to ensuring that all its faculty and students are properly trained in the ethical and responsible conduct of research and scholarly integrity as well as are held to the highest possible ethical standards when engaged in research. All lakeside campus researchers and students must complete this [two-day course http://www.luc.edu/ors/RCRHome.shtml](http://www.luc.edu/ors/RCRHome.shtml) which is required for graduation. There is no charge for this training and should be taken as soon as possible in the student’s doctoral study.

Announcements will be made periodically by the graduate school as to when it is offered each year.

## Doctoral Candidacy

Doctoral candidacy occurs when you have completed all your coursework (required and elective courses), passed your comprehensive exams, and have had a successful dissertation proposal hearing. As a doctoral candidate you should be careful on how you identify yourself in any communication (email, LinkedIn, etc.) to follow proper protocol regarding professional standards and regulations in order to not misrepresent your status in the doctoral program.

## General Dissertation Criteria

The following criteria will be applied by members of the Dissertation Proposal Committee in determining acceptability of the proposal and in granting final approval of the proposal:

* Proposals must have as their ultimate objective a contribution to the knowledge of the practice of social work. This objective may be in the advancement of relevant theory, the improvement of practice, process outcomes, or synthesis of existing knowledge.
* The formulated research question must be based on informed and thorough knowledge of theory and prior empirical study in the student’s substantive area.
* Clear concepts and well-articulated research questions, and hypotheses if appropriate, must be formulated.
* Client systems, other social systems, and social service delivery systems are acceptable foci for subject matter within the context of practice related problems, situations, interactions, processes, and outcomes at the micro, mezzo, and macro level.
* Replication of other studies is acceptable provided theory is advanced by way of its application to practice. This implies thinking though alternative explanations of prior findings, the formulation of questions, and potential hypotheses, which reflect this thinking, and the development of designs which consider the gaps and/or limitations of prior work.
* Proposals must include an acceptable plan and methodology of inquiry. No single research methodology is favored or prohibited. The proposed study may be exploratory, descriptive, quasi-experimental, experimental, or historic in nature. Appropriate guidelines for the collection of data and data analysis must be stated and consistent with the proposed research methodology. Intensive case study (individual(s), group(s) or family/families) and single subject designs may be acceptable.
* Sample size must be appropriate to the nature of the study, the questions asked and methods to be used.
* Proposals must accord with the policies and procedures of all relevant review boards for the Protection of Human Subjects which includes detailing the process needed to gain agency accessibility and cooperation if essential to the study.

## Implementation and Completion of Dissertation

The student and his/her/their Dissertation Committee Chairperson are expected to maintain contact with each other throughout the implementation and completion of the dissertation. While the extent of communication is partially based on the mutual decisions of the individuals involved, decisions relative to the alteration and/or fine tuning of aspects of the research proposal must have the approval of the Chairperson and the committee members. It is therefore in the student’s best interests to be certain that the Chairperson is fully informed of the developments in the progress of the project and agrees with any of the decisions made regarding the shape of the research. Ordinarily, at any Proposal Hearing, the Committee members agree as to how they will proceed to work with the student and at what point in the student’s process each wish to be informed of progression in the dissertation research. The student should rely on the advice of the chairperson in matters pertaining to the specific involvement of the committee members.

It is the responsibility of the student to schedule and maintain appointments and the responsibility of the Chairperson to be reasonably accessible and flexible in time commitments. Since it is assumed the Dissertation Committee members are selected based on the substantive contributions they can make, the student should utilize the expertise of the committee members when appropriate.

It is the right of the student to be informed of the expectations of the Dissertation Committee and the evaluation of any work to date. Any student who believes there to be difficulty in communication with his/her/their Dissertation Committee may petition the Director of the Doctoral Program to call a formal meeting of the student’s Dissertation Committee. If circumstances necessitate a change in the membership of the Dissertation Committee, the Director of the Doctoral Program will consult with the Chairperson, the student, and the committee before making any necessary changes.

## Dissertation Defense

# Format for the Oral Defense of the Dissertation

A 1.5-hour time block is typically scheduled for the defense of the dissertation.

PhD candidates should plan for a 30-minute public presentation unless discussed otherwise with their committee. Because the committee has already read the dissertation draft, and worked with the candidate in detail, it is not necessary to cover every aspect of the dissertation. Instead, an overview with a PowerPoint or other visual presentation is sufficient. Following the presentation, the Committee will have the chance to ask follow-up questions. Other audience members attendees (people that the Candidate invites and /or people that choose to attend through an announcement shared by the PhD Program Director) may ask questions when the Committee members conclude their questions. At the conclusion of the questions and discussion, the dissertation committee will meet privately to make a formal decision regarding pass/fail and itemize any changes that must be made prior to submitting the dissertation for formatting. The candidate is then asked back into the room for a discussion of results and potentially, requests for revisions. Following this feedback session, necessary documentation, including the “Ballot for Text and Oral Defense of a Thesis/Dissertation” document, will be completed and celebrations will commence.

#### Preparing for the Defense

The candidate should be prepared to summarize each part of their study. Additionally, they should be able to respond to the following sets of questions.

* What were the research objectives/goals? How or why were these your questions? How did you become interested in your topic? What iterations, if any, did your topic go through before you settled on this approach?
* What literature grounds your study (including the theoretical/conceptual framework)?
* What methodologies did you use? From what you know now, were the methodologies appropriate? What were the strengths and limitations of this approach? What makes your study credible and/or trustworthy?
* Describe the data collection and analysis process. What concerns or strengths were there in these processes? Is there anything that you could have done differently?
* What were your findings and what are the implications of those findings for theory, practice, and policy?
* What is the larger context for your study? What aspects of your dissertation make your study important (regardless of the findings)? Why is this study significant for practice, research, theory, and policy? What was the innovation in your dissertation? How do your own professional experiences relate to your topic?
* How does your dissertation serve as a foundation for your scholarly endeavors in the future? What are some next steps?

## Post-Dissertation Defense

After the Dissertation Committee has given final approval to the Dissertation, the student must work with the Graduate School [(https://www.luc.edu/gradschool/formatting.shtml)](https://www.luc.edu/gradschool/formatting.shtml). to bring the dissertation into conformance with official specifications and to submit all appropriate abstracts and forms. Students should be aware that they will not be allowed to graduate unless the Assistant Dean of the Graduate School is satisfied that they have met all the requirements related to the submission of the final document. Again, all instructions related to the number of copies, format, etc. are available on the Graduate School website. In addition, the Graduate School offers formatting workshops. **Be cognizant of formatting deadlines. If they are missed, you will have to wait until the next graduation date to officially receive your degree.**

# FINANCIAL AID, SCHOLARSHIPS & TEACHING OPPORTUNITIES

Currently the School of Social Work receives a specific number of tuition waivers to use for the 1st and 2nd year cohort groups. In addition, the School of Social Work offers stipends to doctoral students. For more information, please discuss this with the Director of the PhD program. There are opportunities for students to apply for and receive financial assistance and scholarships (see [www.luc.edu/finaid/graduate.shtml](http://www.luc.edu/finaid/graduate.shtml) within the Graduate School. The Graduate School sends out regular announcements to all the graduate students at the university. Some of these announcements will contain opportunities for financial assistance while you are a student in the program. Teaching opportunities are possible as an adjunct within the School of Social Work. These opportunities usually are available after the completion of your required course work and are dependent on the needs of the school and the skills and content areas you are most qualified to teach. Conversations regarding these opportunities will occur in the SOWK 828 & 829 courses and in conjunction with the PhD program director.

## Fellowships

Fellowships may also be available to supplement doctoral stipends, however, this is a competitive process that students must apply for. The following opportunities is a non-exhaustive list of fellowships and other awards available for doctoral students. In addition, Loyola’s Office of Research Services provides access to PIVOT (https://www.luc.edu/ors/Pivot\_Services.shtml), a searchable database that can be used to identify other fellowships, dissertation awards, and other support available to support doctoral students and their research. These opportunities can be discussed with the PhD program director and the School of Social Work Director of Research and Scholarship.

##### NASW Jane Baerwald Aron Doctoral Fellowship Program

<http://www.naswfoundation.org/aron.asp>

The Jane Baerwald Aron Doctoral Fellowship Program provides partial support to social work doctoral candidates who are engaged in dissertation research in health care policy and practice. The fellowship program was established in 1987 as a tribute to Aron, who was a leader in health care policy and education.

##### NASW Eileen Blackey Doctoral Fellowship

<http://www.naswfoundation.org/blackey.asp>

The Eileen Blackey Doctoral Fellowship Program provides partial support to social work doctoral candidates who are engaged in dissertation research in welfare policy and practice. The fellowship program was established in 1987 as a tribute to Dr. Eileen Blackey, who was the Dean of the University of California-Los Angeles School of Social Welfare and a pioneer in the planning and use of staff development programs in public welfare agencies and in the U.S. Veterans Administration.

##### Council on Social Work Minority Fellowship Program

<https://www.cswe.org/centers-initiatives/minority-fellowship-program/>

CSWE’s Minority Fellowship Program (MFP) opportunities support the mission of the Substance Abuse and Mental Health Services Administration to reduce the effects of substance abuse and mental illness on America’s communities by increasing the number of individuals trained to work with underrepresented and underserved racial/ethnic minority persons with or at risk for mental health and/or substance abuse disorders.

##### Health and Aging Policy Fellows Program

<https://www.healthandagingpolicy.org/fellowship-application/fellowship-overview/>The Health and Aging Policy Fellows Program offers two different tracks for individual placement: (1) a residential track that includes a nine-to-12-month placement in Washington, D.C. or at a state agency (as a legislative assistant in Congress, a professional staff member in an executive branch agency or in a policy organization); (2) a non-residential track that includes a health policy project and brief placement(s) throughout the year at relevant sites. The project may be focused at a global, federal, state or community level.

##### University of Colorado Berger Fellowship

[https://medschool.cuanschutz.edu/pediatrics/sections/child-abuse-and-neglect-kempecenter/education/berger-fellowship](https://medschool.cuanschutz.edu/pediatrics/sections/child-abuse-and-neglect-kempe-center/education/berger-fellowship)

The Berger Fellowship is a two-year endowed, postdoctoral research fellowship designed to support the career development of professionals who want to become independent investigators in the field of child maltreatment or child welfare.

##### Doris Duke Charitable Foundation Fellowship

<http://childwellbeingresearchnetwork.org/>

Thanks to the generous support of the Doris Duke Charitable Foundation, Chapin Hall at the

University of Chicago is pleased to offer the Doris Duke Fellowships for the Promotion of Child Well-Being. These fellowships are designed to identify and develop a new generation of leaders interested in and capable of creating practice and policy initiatives that will enhance child development and improve the nation's ability to prevent all forms of child maltreatment.

##### Fahs-Beck Scholars

<http://fahsbeckfund.org/grant_programs.html>

###### Doctoral Dissertation Grant Program (Fahs-Beck Scholars)

Grants of up to $5,000 are available to help support dissertation expenses of doctoral students in the United States and Canada whose studies have the potential for adding significantly to knowledge about problems in the functioning or well-being of children, adults, couples, families, or communities, or about interventions designed to prevent or alleviate such problems. The research for which funding is requested must focus on the United States or Canada or on a comparison between the United States or Canada and one or more other countries.

###### Faculty/Post-Doctoral Grant Program (Fahs-Beck Fellows)

Grants of up to $20,000 are available to help support the research of faculty members or postdoctoral researchers affiliated with non-profit human service organizations in the United States and Canada. Areas of interest to the Fund are: studies to develop, refine, evaluate, or disseminate innovative interventions designed to prevent or ameliorate major social, psychological, behavioral or public health problems affecting children, adults, couples, families, or communities, or studies that have the potential for adding significantly to knowledge about such problems. The research for which funding is requested must focus on the United States or Canada or on a comparison between the United States or Canada and one or more other countries.

##### Asian & Pacific Islander Social Work Educators Association

[https://apiswea.weebly.com/;](https://apiswea.weebly.com/)<https://apiswea.weebly.com/doctoral-fellowship.html>Asian & Pacific Islander Social Work Educators Association (APISWEA) is a national organization that represents Asian and Pacific Islander (API) social work educators; discusses issues of concern to social work educators and students; and promotes social work education and research of API in the social work context.

##### Russell Sage Foundation Dissertation Research Grants

<https://www.russellsage.org/research/dissertation-research-grants-program>

The Russell Sage Foundation (RSF) has established dissertation research grants (DRG) program to support innovative and high-quality dissertation research projects that address questions relevant to RSF’s priority areas: Behavioral Science and Decision Making in Context; Future of Work; Race, Ethnicity and Immigration; Immigration and Immigrant Integration; and Social, Political, and Economic Inequality. Proposed projects must be closely aligned with the funding priorities listed on the RSF website for any of these areas, contribute to RSF’s mission to improve social and living conditions in the U.S., and demonstrate appropriate use of relevant theory, innovative data, rigorous research methods, and measures.

# TIME LIMIT FOR COMPLETION (PER GRADUATE SCHOOL)

Students must complete all Ph.D. degree requirements, including the dissertation, within eight years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. However, students who completed a relevant master's degree (or a significant amount of relevant graduate coursework) at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within six years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree.

The students along with their dissertation committee chair will set benchmarks with goals in order for sufficient progress to be made in accommodating the time limits to completion of the degree. If a doctoral candidate does not successfully defend and submit the dissertation within five years after becoming a doctoral candidate (by approval of the dissertation proposal), the student will be dropped from candidacy. The student must then pass a second comprehensive examination or program-specific equivalent to be reinstated as a doctoral candidate, and the time limit for submitting the dissertation will be determined by the Dean of the Graduate School and the candidate's committee. Exceptions to the five-year time limit require a petition to the dissertation chair, who forwards the petition to the Graduate Program Director and then the Graduate School.

## Extensions of Time Limits

A student may request an extension of the time limit for completion of degree requirements due to exceptional circumstances (e.g., medical, personal, professional, or research related reasons). A student requesting an extension shall complete an Extension of Time Limit for Completion of Degree Requirements form ([http://www.luc.edu/gradschool/forms/extensiontime.pdf)](http://www.luc.edu/gradschool/forms/extensiontime.pdf), attach required information, and contact the dissertation/thesis director (if applicable) and the graduate program director. These faculty members are to then make a recommendation on the student's behalf to the Graduate School. Decisions regarding the approval of extensions rest with the Graduate School; when reviewing requests for an extension, the Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition the Graduate School to consider her/his request.

Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and the Graduate School will review the student's record and plans to determine whether an additional extension is in the best interests of the student, the program and the Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

# HEALTH INSURANCE

All doctoral students at Loyola are automatically enrolled in the LUC health insurance when they are enrolled in 8 or more credits regardless of assistantship status. SOWK 600 is considered the same as 8 or more credits or full-time as a doctoral student. Every year until students finish their program, SOWK 600 will automatically enroll them in the insurance whether a student has funding or not. It is the student’s responsibility to opt out of the insurance if they don’t want to use it. Students must waive out of insurance before the October 1 deadline for fall semesters and February 28 for spring semesters. Please check this website for more information and any changes in dates: <https://www.luc.edu/bursar/insurance.shtml>

Currently, SOWK 827 does not automatically enroll graduate students in health insurance in the same way as SOWK600. The Graduate School is in the process of changing this policy if possible since SOWK 827 does count as 8 credits worth of course enrollment for the purposes of student loan repayment.

If you want to enroll in Loyola’s Health Insurance and already have the insurance charge on your student account, it is highly recommended that you take the following action:

1. Log into LOCUS and select “Financial Account.”
2. Select “Student Health Insurance”
3. Click on the “Fast Track” button and follow the prompts.

Fast Tracking confirms that you have accepted Loyola’s student health insurance coverage, activates your enrollment into the plan, and allows an insurance card to be generated within 7–10 business days. Insurance cards will not automatically be mailed in effort to Go Green. The website [www.uhcsr.com/luc](http://www.uhcsr.com/luc) allows students to "Create an Account" and retrieve personal insurance cards.

In summary, doctoral students are always eligible for health insurance. During the first two years of required coursework, the Graduate School pays for the health insurance as part of the tuition waiver. If a doctoral student is on a grant for the first two years of their required course work and the grant is paying for the tuition, in most cases, the grant is also paying for health insurance. In the 3rd year when a student is signed up for SOWK 827, the student is eligible but now self pays and is not automatically signed up, so they need to contact the bursar’s office. For the 4th year and each year thereafter, the student signs up for SOWK 600, is eligible for health insurance, and self pays. You are automatically signed up for health insurance under SOWK 600. If at any time that you do not want health insurance, you must contact the Graduate School before October 1st to opt out or you will be charged.

# LIBRARY RESOURCES

**Social Work Librarian:**

Annette Alvarado Librarian **aalvarado2@luc.edu**

**Department:** Library - Water Tower

**Campus:** Water Tower Campus

**Building:** 25 E. Pearson

**Room:** 619

**Phone:** 1 - 312 - 915-6629

**Fax:** 1 - 312 - 915-6244

Annette is assigned to the School of Social Work, so she is very familiar with our needs and requirements. Please seek her out for any library needs or sources and services needed when teaching a course.

**ILLiad**

Interlibrary Loan (ILL) is a service which obtains materials that are not otherwise available in the Loyola University libraries. Materials necessary for study and research, such as books and theses, may be borrowed from other libraries. Photocopies of periodical articles may also be acquired. Loyola University libraries follow the conditions of this service set by the National Interlibrary Loan Code, 1993 (adopted by the American Library Association). Please take a few minutes to read the information at this website to make the best use of this service. Students will sign into ILLiad using their Universal ID and password.

<https://illiad.luc.edu/illiad/IAL/logon.html>

**RefWorks**

RefWorks -- an online research management, writing and collaboration tool -- is designed to help researchers easily gather, manage, store, and share all types of information, as well as generate citations and bibliographies. Training is available at the following website <http://www.luc.edu/its/training_central.shtml>

**Zotero**

The library also recommends Zotero as an optional tool for research and citation management. Zotero has a browser extension and standalone program for Firefox, Chrome, and Safari that allows creation of personal collections of online documents, add notes and tags, export citations, and create bibliographies.

# TECHNOLOGY SERVICES

The ITS Service Desk is available 24/7 on the web at [luc.edu/itsserviceportal](https://luc.edu/itsserviceportal) with a constantly improving knowledge base. The Service Desk is also available by phone at x8-4-ITS (773-5084487 off-campus) or by email at ITSServiceDesk@luc.edu.

#### SAKAI

At Loyola, Sakai acts as an electronic extension of classroom teaching. Faculty use Sakai to post course materials online, facilitate discussion between students via electronic message boards, and administer tests and quizzes remotely. An instructor can post as much or as little of her course on Sakai as she/he/they wish from a simple syllabus and course outline to multiple discussion boards, exams, and an electronic grade center. Loyola’s instance of Sakai at [sakai.luc.edu](http://blackboard.luc.edu/) on any computer with an Internet connection. Because Sakai is available to faculty, staff, and students 24 hours a day, coursework may be completed when and where it is most convenient. Students may download course materials or upload assignments to their instructors from home or from the residence hall at any time of day or night. The university provides workshops on how to navigate Sakai for your courses.

#### Microsoft Outlook

Microsoft Outlook is the email system used by Loyola. This is where all University communication will be sent unless otherwise specified. Sakai automatically sends out emails to student Loyola email accounts. Students can have their Loyola email accounts forwarded to personal accounts through PAM, Personal Account Manager.

#### Office 365

***Office Applications***. Office 365 web applications are free for all active students. Install Office apps button at the top right of [portal.office.com](https://portal.office.com/)

#### LOCUS

LOCUS is the University system that manages all your information. This is where your contact information is stored, where you will search and sign up for classes, where you can check your grades, request a transcript, check financial aid information, view your class schedule, etc.

**Other commonly used technologies:**

***Zoom.*** [Zoom](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=eed1ec49-03b3-463a-a8a4-ab810114df15) is a web conferencing solution that can be used to conduct synchronous online meetings, webinars and is the primary platform for courses requiring online synchronous sessions. Students at Loyola can schedule and host meetings without a host license. ***Panopto.*** [Panopto](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=ccd21549-6aed-4902-89ce-ab8001411b54) is a lecture capture software that allows the faculty and students to include video, audio, screen capture, and slides into a recording. All Loyola students have the ability to create and share recordings in Panopto.

***Research Technologies.*** Student access to quantitative and qualitative research applications are available. For more information see<https://www.luc.edu/its/services/studenttechnologyresources/>to learn about how to use any of these systems.

# GRADUATE STUDENT PROGRESS SYSTEM (GSPS) https://gsps.luc.edu/

All paperwork regarding doctoral students is kept on GSPS (Graduate School Progress System). Logon is with Loyola ID and password. The User Manual is on their menu. **Please note which forms students are responsible for initiating into the system: dissertation committee composition form, dissertation proposal approval, data on the professional activities (presentations, publications, awards, etc. of doctoral students) and requests for a leave of absence.** See chart below. Leave of absence should be discussed with the Director of the Program beforehand.

# POLICIES AND PROCEDURES

## Grievance Policy and Procedure

1. Grievances from students enrolled in the SSW PhD Program will be heard by a sub-committee of the PhD Program consisting of 3 faculty (The GPD will not serve on the sub-committee). Should a sub-committee of 3 faculty members not be possible due to any conflict of interest, a SSW faculty member who is familiar with the PhD program (through teaching and/or supervision of doctoral students) but not on the elected committee will be asked to join the sub-committee.

1. Prior to any grievance coming before the Doctoral (PhD) Committee, students are encouraged to resolve concerns in a stepwise process:

* 1. Student should initiate a face-to-face meeting between the student and faculty person to discuss and resolve the concern if possible.
  2. If Step A does not resolve the concern, or if the student has not met with the faculty member, a meeting between the student and the student’s advisor to discuss the concern and identify steps to resolve the concern is in order. The GPD serves as the student’s advisor until the student has an approved dissertation chair, at which point the dissertation chair serves as the student’s advisor. Should the concern involve the student’s advisor, another member of the PhD Committee can serve as the point person for this step in the process.
  3. If B does not resolve the concern, the student can meet with the GPD to discuss the concern and possible steps to resolve the concern. If the concern involves the GPD, the student may meet with a member of the Doctoral Committee to discuss the concern and identify steps to resolve the concern.
  4. If steps A, B, and C above fail to resolve the student’s concern, the student may submit a written grievance to the PhD Committee.

1. The student may submit the written grievance to any member of the Doctoral Committee. It may be submitted as a hard copy or via e-mail.

* 1. The written grievance should include as much detail about the nature of the concern and include as attachments copies of any supporting documentation (such as e-mail communication, course syllabi, papers, etc.) to support the concern.
  2. Once the written grievance is received, the GPD will document the student’s name and the date the grievance was received.
  3. The Doctoral Committee will meet (ad hoc if necessary) within 21 days after receipt of the grievance and constitute the sub-committee charged with hearing the grievance. A member of the sub-committee will communicate to the student and identify the members of the sub-committee.
  4. The sub-committee will review all the submitted documentation regarding the grievance and take the following actions:
     1. After reviewing the documentation determine whether there is merit to the grievance and indicate to the student the sub-committee’s decision.

* + 1. If more information is needed, the sub-committee will meet with the student for further clarification about the nature of the grievance and the submitted documentation. Such meetings will occur within 21 days of receipt of the written grievance. The sub-committee may meet with the faculty member identified in the grievance if needed.
    2. Within 30 days of receipt of the written grievance, the sub-committee will communicate with the student the findings and determination of the subcommittee including any steps to be taken to resolve the grievance.

E. The GPD document the date the sub-committee made its final decision, date the decision was communicated to the student, and the nature of the decision.

1. Decisions of the sub-committee are appealable to the Grievance Committee of the Graduate School of Loyola University Chicago.

<https://www.luc.edu/gradschool/academics_policies.shtml>