

PhD
Student Handbook
2011-12





THE CATHOLIC UNIVERSITY OF AMERICA
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PhD STUDENT HANDBOOK
2011-2012

This handbook delineates the policies determined by the Faculty of NCSSS for the doctoral program. Doctoral students are also subject to policies and regulations found in the CUA Student Handbook and the Graduate Studies Announcements. In case of conflict among these sources, the PhD Student Handbook governs.

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HISTORY AND EDUCATIONAL PHILOSOPHY

THE MISSION STATEMENT OF THE CATHOLIC UNIVERSITY OF AMERICA

AIMS OF THE UNIVERSITY

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve, and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency servicing the needs of human society. It welcomes the collaboration of all scholars of good will who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic university, it desires to cultivate and impart an understanding of the Christian faith within the context of all forms of human inquiry and values. It seeks to assure, in an institutional manner, the proper intellectual and academic witness to Christian inspiration in individuals and in the community, and to provide a place for continuing reflection in the light of Christian faith, upon the growing treasure of human knowledge.

As a member of the American academic community, it accepts the standards and procedures of American Institutions and seeks to achieve distinction within the academic world.

Faithful to the Christian message as it come through the Church and faithful to its own national traditions, the Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community as well as to serve the nation and the world.

GOALS OF THE UNIVERSITY

The Catholic University of America was founded in the name of the Catholic Church in the United States by Pope Leo XIII and the bishops of this country as a national institution of learning. Given its origins and the historic role of its ecclesiastical faculties, this university has a responsibility to the Church in the United States that is special to it: it is called to be an intellectual center of highest quality, where the relation between revealed truth and human truth can be examined in depth and with authority. It seeks, moreover, to do this in the light of the American experience. It is for this reason that from its inception the university has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, the Catholic University of America has evolved into a modern American university, committed not only to graduate, but also to undergraduate and professional education and to the cultivation of the arts. At every level, the university is dedicated to the advancement of learning and particularly to the development of knowledge in the light of Christian revelation, convinced that faith is consistent with reason and that theology and other religious studies themselves profit from the broader context of critical inquiry, experimentation, and reflection.

The university aims at achieving and maintaining in higher education a leading place among Catholic and other privately endowed research-oriented institutions of comparable size, purpose, and tradition. In particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy, and canon law.

The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The university seeks the advancement of knowledge within a context of liberal studies, a context, which reflects both its concern for the whole person, and the distinctive wisdom to which it is heir as a Catholic

institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the university seeks to educate men and women who can represent their respective professions with distinction and who are formed by the learning and values inherent in its academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the university accords priority to religious and philosophical studies and to those programs which advance the Catholic tradition of humanistic learning and which served the contemporary and future needs of society and the Church. In supporting particular programs the university takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The university recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, the university seeks men and women who are not only professionally competent but who can contribute to its Catholic, moral, and cultural milieu. The university seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the university recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation's capital and its unique relationship with the Catholic Church in America provides it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the university seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in the Church, but through factual investigations and discussions of principles that influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that "the Christian mind may achieve...a public, persistent, and universal presence in the whole enterprise of advancing higher culture" (*Gravissimum educationis*, n.10)

HISTORY OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

The National Catholic School of Social Service developed from the service school that opened in 1918 under the sponsorship of the National Catholic Welfare Conference to train women for social work with American Personnel and their families both at home and abroad. Following the war, the National Council of Catholic Women, at the request of the Bishops, established a professional school of social work for women to provide staff for growing diocesan social service programs. In 1919, a two-year graduate school was formed and named the National Catholic School of Social Service (NCSSS). NCSSS functioned as an autonomous educational institution during its formative years, until in 1923, the school became affiliated with the Catholic University of America, and its graduates henceforth received the Master of Social Work Degree from the University. In 1934, CUA developed its own program for priests, religious and lay persons. Immediately there began an exchange of faculty and students, and in 1947 the two schools merged and have continued as the National Catholic School of Social Service of the Catholic University of America.

Education toward the master's degree was the primary mission of NCSSS at its inception, but additional degree programs have been subsequently established. The doctoral program, established in 1934, is the third oldest in the world. Through the university's School of Arts and Sciences, an undergraduate degree program in social work was established in 1969.

THE MISSION OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry.

NCSSS GOALS

1. To advance knowledge, values, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.
3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, the social work profession, and the needs of the local, national, and global communities.

To this end, we offer accredited programs at the baccalaureate, masters, and doctoral levels, as well as continuing education opportunities for the social work community.

THE MISSION OF THE DOCTOR OF PHILOSOPHY PROGRAM

The Doctor of Philosophy in Social Work degree is awarded by The Catholic University of America as the mark of the highest academic achievement in preparation for active scholarship, research, and leadership in the social work profession. The doctoral program is committed to imbuing students with the knowledge, skills, and vision to promote human rights and social justice. It seeks to further the development of the profession through scholarly research, theory building, and leadership, so that it may increasingly serve society in the prevention, intervention, and ultimate alleviation of social problems as well as in the enhancement of social well-being.

PhD PROGRAM GOALS

Grounded in the content of the curriculum, doctoral graduates are prepared to:

- (1) Contribute to the critique, transformation, and dissemination of knowledge for the profession in response to existing and emerging social problems.
- (2) Apply humanistic values, ethical principles, and philosophical and theoretical perspectives to the understanding and alleviation of these problems
- (3) Promote and enhance the role of social work in society by assuming leadership and research roles in clinical practice, administration, social policy analysis, and social work education.

PhD IN SOCIAL WORK COURSE OF STUDY

INTRODUCTION

Building upon the earned Master of Social Work degree, the doctoral program requires an additional forty-five semester hours of course work. Completing coursework full-time over five semesters or part-time over eight semesters, the program curriculum is composed of thirteen required courses, two electives, and the capstone is the dissertation.

Year	Full Time		
	Summer	Fall	Spring
1	[Foundation Statistics & Research workshop]	940 History & Philosophy 947 Statistics I 930 Classical Theories [Scholarly Writing workshop]	950 Research 948 Statistics II 932 Contemporary Theories
2		953 Advanced Research 890 Policy 944 Ethics	946 Social Justice 955 Advanced Qualitative Research 956 Advanced Quantitative Research
3		913 Integrative Seminar Elective 1 Elective 2	Comprehensive Exam

Year	Part Time		
	Summer	Fall	Spring
1	[Foundation Statistics & Research workshop]	940 History & Philosophy 930 Classical Theories [Scholarly Writing workshop]	950 Research 932 Contemporary Theories
2		947 Statistics I 944 Ethics	948 Statistics II 946 Social Justice
3		953 Research II 890 Policy	956 Advanced Quantitative Research 955 Advanced Qualitative Research
4		Elective 1 913 Integrative Seminar	Elective 2 (Comprehensive Exam)
5		(Comprehensive Exam)	

THE DOCTORAL CURRICULUM

I. The Coursework

Committed to the elaboration of the scientific base of the profession, the required coursework includes a preparatory foundation workshops in scholarly writing and in research methodology and statistics. Required courses cover the history and philosophy of the profession, the theory and policy undergirding social work, and advanced research methods and statistics. Within the framework of each required course, papers and assignments are tailored to each student's desired focus on a chosen field, method, or other specific content. The two elective courses provide the opportunity to deepen knowledge of these individualized interests. The course work culminates in an integrative seminar.

A. Foundation: New students refresh masters level research knowledge and establish the foundations of doctoral level research methods and statistics in the Foundations of Statistics and Research workshop. This workshop is completed online in the summer prior to the beginning of the first semester. The foundation is completed with a writing workshop that helps the MSW practitioner move from professional to scholarly writing, (Workshop in Scholarly Writing for Social Work) taken during the first semester of doctoral study.

B. History and Philosophy: In their first semester, all students take SSS 940, The History and Philosophy of Social Work. This course grounds the overall curriculum within twentieth century movements for social justice and change, the fundamental components of a profession, and the epistemologies for knowledge development within the social work profession.

C. Theory and Policy: Courses in theory include those of classical and contemporary descriptive and explanatory theories that are derived from other disciplines and reformulated and integrated into the knowledge base of social work (SSS 930, Classical/Grand Theories for Understanding the Social Environment and SSS 932, Contemporary/Mid-Range Theories for Understanding the Person-in-Environment). The value base of the profession is explored in Theoretical Frame for Ethical Decision Making and Knowledge Development (SSS 944) and Theories of Social Justice (SSS 946). Knowledge and analysis of the policies that empower and constrain the profession are presented in Advanced Policy Analysis (SSS 890).

D. Research Methods and Statistics: Doctoral level social workers are both consumers and producers of research. The foundation research workshop is followed by two semesters of statistical methods for analysis of quantitative data (SSS 947 and 948, Multivariate Statistics and Design I and II). The fundamentals of both quantitative and qualitative methodologies are presented over two semesters in SSS 950 and 953. These courses are followed by advanced courses in the epistemological background of and the gathering and appropriate analysis of both quantitative and qualitative data (SSS 955 and 956, Advanced Qualitative Methodology and Advance Quantitative Methodology).

E. Electives: Students complete their doctoral coursework with 6 credit hours of individually chosen electives. These may focus on a field of practice, population, problem, or other such area that will provide a focus for the dissertation. Examples include health, mental health, child welfare, child and family, community development, spirituality, ethics, aging, international development, social work education, or poverty. These courses may be taken at NCSSS, elsewhere at CUA, in the Washington Consortium of Universities, or in another accredited university graduate program. Of these two, only one may be an independent study; the other must be a formal course.

F. Integrative Seminar: The curriculum culminates in an integrative seminar (SSS 913 Integration of Knowledge for Social Work). In this course, students will integrate knowledge of existing theoretical and empirical literature regarding the explanation of or intervention with a particular issue or problem. The course will enable students to think deeply, critically, and creatively about the complexity of their chosen issue or problem and be prepared to take their comprehensive exams and pursue their dissertation research.

II. The Written Comprehensive Exam

In order to be admitted to doctoral candidacy, an NCSSS doctoral student must successfully pass the written comprehensive examination. Students must formally register with the university for the Doctoral Comprehensive Exam. (See *CUA Class Schedule* for appropriate registration number and procedure).

To be eligible to sit for the written comprehensive, the student must have completed all required coursework and preferably their entire 45 hours of coursework. The two-day written exam is given during the university comprehensive period of the fall or spring semester (see: <http://registrar.cua.edu/calendar/>). The purpose of these comprehensive exams is to assess the student's ability to organize and integrate knowledge through clear and comprehensively formulated answers during set time limits. The exam will test specifically all required content. Students may add their own elective content as appropriate to inform their answers. On the first day, students are examined on application of theory to practice. The second day focuses on application of theory to research. Both days are designed to reflect the individualized interest of the student.

C. Grading

Although consisting of two parts, the written exam is regarded as one entity that must be satisfactorily passed in one sitting. The written exam is graded pass, marginal, or fail. A clear pass requires no oral exam. If one or both days are considered marginal, an oral exam on the content of both days is required to determine if the exam is a pass or a fail. If one or both days are failed, there will be no oral exam, and the student fails and must re-take the entire exam.

The doctoral chair will assign two members of the faculty to read each day's exam. If both graders agree on the grade (pass, marginal, or fail), that grade stands. If the two graders disagree on the grade, the chair will ask a third reader. If two graders ultimately agree that a day's exam is marginal, an oral exam is required. The chair will assign three members of the faculty to conduct the oral. Following the oral, each 5 examiner will assign a grade of pass or fail. If the three agree that the student passed the oral exam, the student will have successfully completed the comprehensive. If two or three grade the oral as fail, the student fails the comprehensive and must re-take the entire exam during the next university scheduled time. A student who incurs two failures in the written comprehensive examination will be dismissed from the doctoral program. After beginning the written comprehensive examination, whether taking the exam for the first time or re-taking because of failure, a student may choose to withdraw from the examination process with no failure penalty. However, a student is limited to withdrawing *only once*.

V. The Dissertation

For admission to *candidacy* for the doctoral degree, the student must have successfully completed 45 or more credit hours of course work, and passed the written comprehensive examination. Upon completion of these requirements, the student is officially admitted to candidacy on the first day of the following semester. The candidate must submit a dissertation proposal within two years of acceptance into candidacy. Between the time of admission to candidacy and completion of the doctoral dissertation, the student must maintain continuous enrollment by registering each semester for Dissertation Guidance.

A. Introduction

The capstone of the Ph.D. Program at NCSSS, production of a scholarly dissertation, distinguishes the doctoral degree from all other educational attainments in the social work profession. At its best, the process encourages original thinking, evaluative questioning, in-depth objectivity and scholarly independence. Built upon a historical perspective, relevant theory, and empirical research, the dissertation fulfills several major functions. It is a production of original research and scholarship that makes a substantive contribution to existing knowledge and to the social work profession. The dissertation involves a process that demonstrates the candidate's mastery of research methodology. Specifically, it requires ability to address an important professional problem, to use research methodology and tools, to organize the findings, and to report them in scholarly fashion.

The dissertation is the candidate's original contribution to the development of social work practice, social welfare policy or social welfare administration. In addition, the dissertation demonstrates the candidate's capability of making future contributions to knowledge. During the dissertation process value is placed on

learning to identify an important problem area, learning research skills, learning how to present and interpret data and learning to organize and communicate scholarly research findings. The process encourages original thinking, evaluating, questioning, in-depth objectivity and scholarly independence. The dissertation project however, should not be so inclusive, extensive, or open-ended that it cannot be completed within a reasonable length of time

A candidate has a five-year limit in which to complete the dissertation. If a candidate fails to maintain continuous enrollment and/or fails to complete the dissertation within the five-year limit, he or she must formally reapply to the university. According to University policy, a person may not be readmitted to candidacy until he or she again passes the written and oral comprehensive examination that is currently administered by the school.

B. Registration Procedures

From the time student enters candidacy status until completion of the dissertation, University policy requires that s/he maintain continuous enrollment during fall and spring semesters. Failure to maintain continuous enrollment via (a) enrolling for one credit hour of dissertation guidance, or (b) being on official leave of absence will be considered evidence that the student has withdrawn from the university.

1. Dissertation Guidance

The candidate registers for one credit hour of dissertation guidance during the fall and spring semesters (SSS 997/998) of each academic year until the dissertation is completed. Even if a student completes the dissertation in less than two semesters, he or she must register for a minimum of two semesters of 6 dissertation guidance. Summer school requires special arrangements with the dissertation director and committee as to their availability before the student registers. There is no access to faculty during summer school without registration. Students may have access to library and computing facilities during the summer without registration.

2. Leave of Absence

As at other times, the candidate at the dissertation stage may encounter circumstances such as sustained ill health or military service and may request a formal leave of absence for a stated period, not to exceed one year. A request for a leave must be made in writing to the Program Chair and the Dean. The period of the leave of absence is not counted towards the five-year time limit allowed for the completion of the dissertation. Students who are on an approved leave of absence do not have access to faculty for dissertation direction. No tuition is charged during the term of a leave of absence.

C. Selecting a Doctoral Dissertation Committee

Doctoral dissertation committees are generally composed of three members who are knowledgeable about the content and methodology of the candidate's chosen topic. On occasion, it is more appropriate to include four members. The candidate first approaches an Ordinary or Associate Professor and seeks his or her agreement to serve in the capacity of chair of the committee and director of the dissertation. The candidate then selects and seeks the agreement of the other members, or readers, with the concurrence of the major professor.

The director and at least one member of the committee must be regular NCSSS faculty. The student may select an appropriate third or fourth member from outside the school or university. All committee members must have an earned doctorate degree. Any member who is not on the CUA faculty must submit a current vita to the Chair of the Doctoral program.

Once a committee has been selected, the candidate seeks approval of the constitution of his/her committee by the Doctoral Program Chair and the Dean.

D. Doctoral Dissertation Proposal

In order to assure the quality of dissertations projects, a candidate may not embark on dissertation research until a proposal, the "two-pager," and related documents have been approved by the candidate's committee, the NCSSS Proposal Review Committee, the Dean of NCSSS, the Dean of Graduate Studies and the Committee for the Protection of Human Subjects. Approval by the university must be received no later

than two years after admission to candidacy and the dissertation must be completed no later than five years after being admitted to candidacy.

1. ***Approval by Doctoral Dissertation Committee***

Having registered for Dissertation Guidance, the candidate works with his or her major professor to produce a research proposal. Its finished form must not exceed two pages, single-spaced. Generally it follows the format of a statement of the problem and background, statement of purpose, description of methodology, and contributions and originality. In addition, the candidate produces data collection instruments, a bibliography, and a copy of the Human Subjects Informed Consent Form (where appropriate). From time to time, the director may suggest that the candidate consult with the other readers. Prior to meeting with an NCSSS Doctoral Dissertation Review Committee, the dissertation committee members complete a form that indicates that they agree to serve on the committee and that they approve the proposal and accompanying documents.

2. ***Human Subjects Protection***

Obligated to conduct research in an ethically sound way and to ensure that human subjects are protected, the University must comply with federal guidelines that apply to any research activity. The CUA Office of Sponsored Programs, in response to the general requirements that institutions provide a program of education for all researchers, requires that each applicant for human subjects project approval must successfully complete a computer based training program on the Protection of Human Research Subject through the NIH website at <http://phrp.nihtraining.com/users/login.php> and submit verification of certification as an addendum to the two-page proposal.

3. ***Doctoral Dissertation Proposal Review Process***

After the committee approves the two-page proposal and supporting documentation, the candidate presents the documents to the Doctoral Program Chair. The chair appoints a NCSSS Doctoral Dissertation Proposal Review Committee (DPRC) consisting of three NCSSS faculty members, with one member serving as chair. The candidate submits the proposal and other documents to the members of the DPRC.

The program chair sets up a meeting of the DPRC, the candidate, and the dissertation director. At the meeting, the group discusses the material, seeks clarification, and reaches a decision regarding readiness for submission to the university. The proposal may be approved; not approved; or approved pending modifications.

Once the proposal is approved by the DPRC, the Program chair submits the materials to the Dean who endorses it and sends it to the Dean of Graduate Studies and the CUA Committee on the Protection of Human Subjects for university approval. When the Dean of Graduate Studies and the Committee for the Protection of Human subjects have approved the proposal, the candidate may then embark on the dissertation research.

Once the dissertation topic and committee have been approved by the Dean of Graduate Studies, no changes in title, topic, or committee membership are allowed without signed approval by the Dean of NCSSS and the Dean of Graduate Studies. Early in the dissertation process, the candidate should consult CUA's Doctoral Dissertation Handbook available on the web at <http://graduatestudies.cua.edu/currentstudents/index.cfm>. The handbook and all relevant university forms may be found at that website.

E. ***Completing the Dissertation and Oral Defense***

Working with director and committee, the candidate gathers data and writes the dissertation. As with all scholarly productions in the doctoral program, the dissertation follows the approved format of the American Psychological Association. Candidates should also be familiar with university policies regarding dissertations. A copy of the University Guidelines can be obtained from the Office of Graduate Student Services (<http://graduatestudies.cua.edu/currentstudents/index.cfm>). While there is no one standard outline for writing a dissertation, a suggested outline is available from the Doctoral Program Office.

Candidates who have completed and submitted a draft of their completed dissertation to their committee and who plan on defending the dissertation during that same semester must register for both Dissertation Guidance and Oral Defense of Dissertation. There is no additional fee for Oral Defense. Early in the candidate's final semester, s/he must complete the self-service diploma application on Cardinal Station, indicating the name exactly as it is to appear on the diploma. The University Schedule of Classes includes information on the deadline for submission of the diploma application.

Upon approval by the major professor and the committee members, the candidate orally presents and defends the dissertation to an examination board appointed by the Dean of NCSSS through the chair of the doctoral program and approved by the Dean of Graduate Studies. The oral examination board shall include, in addition to the candidate's dissertation committee, two faculty members from outside of NCSSS, one serving as Chair and one serving as Secretary. Oral examinations are not scheduled during the summer sessions or at any time when the school is not in session.

In order for an oral defense to be scheduled, the candidate submits to the Program Chair written approval from all members of the dissertation committee indicating that they have read the completed dissertation and that the candidate is ready for the oral defense. The Office of the Dean requests approval for the defense from the Dean of Graduate Studies. After approval is granted, the candidate prepares a leaflet for the oral defense that includes: 1) the date, time, and place of the exam; 2) an abstract approved by the major professor; 3) a list of all courses taken; and 4) biographical data.

The duration of the oral examination will not extend beyond two hours. Each member of the examining board has one vote, and the candidate must receive a Pass vote from all but one examiner in order to pass the examination. If a candidate fails in the first oral examination, he or she must obtain permission from the school to retake a final oral examination. A candidate will not be able to retake the oral exam until at least one semester, or an equivalent period of time, has elapsed from the date of failure. If the candidate fails a second time, he or she ceases to be a candidate for the doctoral degree.

F. *Deposit and Publication of the Dissertation*

After successfully defending the dissertation the student is responsible for electronic deposit of the final copy of the dissertation, signed by the major professor and committee members. Deposit is approved by the Office of Graduate Student Services. Prior to the defense, the candidate should schedule a meeting with the Office of Graduate Student Services' coordinator to deposit the manuscript.

In submitting the dissertation, the candidate effectively consents to the use, by the university and members of the public, of the dissertation for research, education, and other purposes. If the dissertation is to be published or republished by other methods, acknowledgement of the university should be made.

VII. **Completion of Requirements for the Degree and Graduation**

Once the dissertation has been deposited, the candidate will be recommended for graduation to the appropriate reviewing bodies. Students graduate in January, May and October. However, the university holds commencement exercises only in May. Students graduating the previous October and January are welcome to participate in the *following* May commencement exercises, but only students who have completed all program requirements may participate in commencement. At commencement exercises, the university awards a diploma to each student who has fulfilled all requirements and upon whom a degree is, therefore, conferred.

TRANSFER OF CREDIT

During the Admissions Process, applicants to the Ph.D. Program may make a written request that up to 9 semester hours of credit be transferred toward the Ph.D. degree. Coursework must be appropriate to the chosen concentration, have been earned at an accredited university graduate program, have been taken within the past five years, and have been graded at the level of B or above. The written request, accompanied by official transcripts and course description from university catalogue or course outline, must be made of the Program chair, who will approve each individually.

ACADEMIC POLICIES AND PROCEDURES

Formal Papers and Assignments

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

Formal papers must be prepared in accordance with a recognized academic writing style. The American Psychological Association is the professional organization of social scientists. Students are required to use the **APA format** to be consistent with social work education and the social work profession. The *APA Manual* is available in Mullen Library and in the CUA bookstore.

Students may seek assistance with writing at the *CUA Writing Center*, a free service administered by the CUA English Department, providing CUA students with one-on-one tutoring for writing projects. Computers in the Writing Center are available for student writing. For an appointment with a consultant, call 202-319-4286, the center is in 111 O'Boyle Hall.

The Doctoral Program Committee has approved the following suggested guidelines for a Scholarly Paper. Individual professors may vary paper requirements according to the nature of the course.

- **Format:** Scholarly papers should be written according to the format of the latest edition of the *Publication Manual of the American Psychological Association* for parts of the manuscript; formal writing style; organization and headings; margins, spacing, and font; reference citations in text; figures and appendices; and reference list.
- **Length:** Papers should be a minimum of 15 pages of text, exclusive of the title page, references, and tables
- **Content:** The purpose of the scholarly paper should be clear and should include how the paper is organized. The content may vary from a formal literature review, research proposal, application of theory to a client system, analysis of policy, development of a program or model of practice, or completion of a quantitative or qualitative study. All scholarly papers should conclude with implications for future knowledge building in general and in social work, research, policy development, or practice.
- **Foundation in Scholarly literature:** Regardless of the type of content, a scholarly paper should be based upon and should formally reference a substantial, systematic, library search of literature. The literature should have an organizational theme (for example, chronologically/developmentally organized, or conceptually, or comprehensively organized). References should include peer-reviewed social work and relevant literature in related fields. Primary sources and related classical material should be cited. Secondary references may include books and book chapters, technical and research reports, proceedings of meetings, doctoral dissertations, audiovisual media, and electronic media. However, abstracts of literature should not be used or cited in place of the entire work. The literature review should show how social work scholars have developed or augmented explanatory theory and/or how they have transformed explanatory theory for use in social work.

Non-Exclusionary Language

The National Catholic School of Social Service faculty acknowledges the importance of non-exclusionary language in recognition of gender equality. We therefore are committed to the use of non-exclusionary language in written documents and in the classroom. Students are urged to commit themselves to use of non-exclusionary language in the classroom and in academic papers.

Grading Policy

Approved by the Academic Senate, beginning September 1990 for all graduate students except students in the School of Law, the following grading system will be in effect:

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90- 94)
B+		3.30 (87-89)
B	Satisfactory	3.00 (83-86)
B-		2.70 (80-82)
C	Passing but Marginal	2.00 (70-79)
F	Failure	0.0 (<70)
P	Passing	
I	Incomplete	
W	Withdrawal	
F*	Administrative Failure	0.00

By resolution of the Academic Senate, grade point averages will be calculated for all graduate students entering the university in the 1996 fall semester or after. Only grades earned in courses at and above the 500 level will be calculated

Coursework

NCSSS Ph.D. students are required to maintain a grade point average of 3.0 (B) to be considered in good standing. The grade of C, a grade point average of less than 3.0, or a pattern of multiple Incompletes indicates unsatisfactory progress toward the doctorate. One grade of C or F, or a pattern of multiple Incompletes will result in the convening of a review committee. The receipt of more than one grade of C or below is grounds for dismissal by the Dean.

Grades of Incomplete

A provisional grade of 'I' (Incomplete) may be given to a student who, for legitimate reasons (e.g. serious illness of self or family, death of family member, spouse, significant other, personal crisis - determined valid at the discretion of the professor), has not completed the requirements of a course, provided that work already completed is of passing quality. When there are no assignments due until the end of a course, an 'I' may be granted at the discretion of the professor based on attendance and active participation. In order for a student to receive an 'I,' an *Incomplete Approval Form* must be completed and signed by the student and the instructor.

The grade of Incomplete must be removed before the midterm date specified in the academic calendar for the succeeding term, whether or not the student is registered. If a student has not resolved a grade of 'I' by mid-semester of the succeeding term, s/he will not be permitted to register for an upcoming semester. If an Incomplete is not replaced by a passing grade before the midterm of the succeeding term, a grade of 'F' (Failure) will be recorded.

Continuous Enrollment

University policy requires that all students enrolled in programs leading to degrees maintain continuous enrollment during fall and spring semesters. Failure to maintain continuous enrollment via (a) enrolling for courses or dissertation guidance, or (b) being on official leave of absence, will be considered evidence that the student has withdrawn from the university.

Leave of Absence

Students may encounter circumstances such as sustained ill health or military service and may request a formal leave of absence for a stated period, not to exceed one year. A request for a leave must be made in writing to the Program Chair and Dean. The period of the leave of absence is not counted towards the five-year time limit allowed for the completion of the dissertation. Students who are on an approved leave of absence do not have access to faculty for dissertation direction. No tuition is charged during the term of a leave of absence.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Ethical Conduct and Responsibility

It is assumed that doctoral student's professional behavior will be consistent with the NASW Code of Ethics. For a complete version of the Code, please see the appendix to this manual.

Honesty

The following statement introduces the university policy on academic honesty which can be found at <http://policies.cua.edu/academicundergrad/integrityfull.cfm#iii>: "Academic honesty is one of the foundations of the educational mission and Catholic commitment of this university. Academic dishonesty, including such practices as cheating, plagiarism and fabrication, undermines the learning experience, and, as it involves fraud and deceit, is corrosive of the intellectual principles and is inconsistent with the ethical standards of this university. Academic dishonesty damages the sense of trust and community among students, faculty and administrators." Students must remember that as apprentice scholars, they are a vital part of the community and that what they do affects the entire group. It is for this reason, then, that academic dishonesty in all its forms can neither be tolerated nor condoned.

Unethical Practices

The following statement regarding sanctions for unethical practices may be found at <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>. The availability and the imposition of meaningful sanctions communicate a message to the community that the university treats the standards of honesty set forth in this policy with the greatest seriousness and that infractions of these requirements will be pursued and punished. The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. When a graduate of the university is found to have engaged in academic dishonesty, revocation of a degree, certificate, or other recognition previously awarded may be considered as a possible sanction. In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.

STUDENTS' RESPONSIBILITIES FOR ACADEMIC REQUIREMENTS

The National Catholic School of Social Service (NCSSS) affirms its right to require its students to meet accepted academic requirements that consist of scholastic and behavioral components. Consistent with Catholic social teaching and social work values, NCSSS respects the worth and value of all persons regardless of age, race, religion, gender, sexual orientation, ethnic or national origin, disability, or diversity of opinion. Students' behavior should reflect the core values of the social work profession - service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Standards for professional performance require that students adhere to ethical standards as outlined in the National Association of Social Workers Code of Ethics, and the requirements stated below.

Scholastic Requirements: As required by CUA policy, any NCSSS student who is involved in unethical practices in connection with any work required for a course will receive a grade of F (Failure) for the course. Further penalties may be imposed in accordance with specific circumstances. For example, it is strictly prohibited, as an unethical practice, to submit as one's own written work; for example, term papers,

research, or professional papers, dissertations, or exams in which material provided by a professional research agency, the internet, or by other persons is utilized. A graduate student who employs such assistance or other unethical practice in the research or writing of a thesis or dissertation shall be liable to expulsion from the university upon proper hearing by the school and dean.

In the Ph.D. Program, a grade of C, a grade point average of less than 3.0, or a pattern of multiple Incompletes indicates unsatisfactory progress toward the degree. Students are expected to maintain a minimum of a B (3.0 G.P.A.) to remain in school and to graduate. One grade of C or F, or a pattern of multiple Incompletes will result in the convening of a review committee. The receipt of more than one grade of C or below is grounds for dismissal by the Dean.

Behavioral Requirements: NCSSS Ph.D. students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom and elsewhere in the university setting. Students should:

- Attend classes regularly and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others' reactions to one's comments or actions in the classroom
- Use an appropriate level of class time and instructor's time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession. Students are expected to show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility.

Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help and making adjustments in workload. Students who are unable to meet any of the academic requirements may be subject to the review committee process.

NCSSS REVIEW COMMITTEES

Students in the PhD program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional academic or personal problems, or require special attention. To assure that these needs are met without compromising the school's integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant faculty feels that any of these problems may have arisen, a Review Committee may be called. However, a review committee must be called by the doctoral program chair upon a student's receipt of one grade of C or F, or other evidence of unsatisfactory or marginal work.

The committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student's belief that she or he has been treated unfairly.

The review committee is convened and chaired by the program chair, although a request to have such a committee may be made by the student, the student's adviser, or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic adviser, instructors, and, if the student desires, either one representative from the Doctoral Student Association or another doctoral student selected by the student. Students, who have an identified disability and have registered with the Office of Disability Support Services, may request the presence of a representative from that office. No accommodations can be made for a disability without the involvement of this office

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written.

In some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

GRADUATION INFORMATION

At the time of registration for a student's final semester, s/he fills out An online diploma application. This application places her/him on the graduation list, indicating the name exactly as it is to appear on the diploma. At commencement exercises, the university awards a diploma to each student who has fulfilled all requirements and upon whom a degree is, therefore, conferred. Subsequent requests for issuance of replacement diplomas will be honored only upon submission by the student of a notarized statement that the original has been lost, stolen, or destroyed and upon payment of the required fee.

Students graduate in January, May and October. However, the university holds commencement exercises only in May. Students graduating the previous October and January are welcome to participate in the *following May commencement exercises*. Students may not participate in graduation exercises prior to satisfactory completion of all program requirements.

NCSSS AND SHAHAN HALL - HOURS OF OPERATION

The National Catholic School of Social Service **administrative offices** (Dean's Office, Office of Admissions, Ph.D. Program Office, MSW Program Office, BSW Program Office, and Office of Field Education) are located on the first floor of Shahan Hall and are **open Monday through Friday from 9:00 a.m. - 5:00 p.m.** Faculty offices are on the first floor and terrace level (basement). Doctoral student mailboxes are located in the doctoral lounge Room 206 Shahan Hall (2nd floor).

CONTACTING FACULTY AND STAFF

Most faculty and staff may be contacted via voice mail or email, as well as by traditional 'snail mail.' The faculty and staff mailroom is located in room 129A on the first floor of Shahan Hall. **NOTE:** Name tags are placed on the bottom of the mailboxes. If you are unable to reach a faculty member, leave a note (or your paper) in his/her mailbox.

THE DOCTORAL STUDENT ASSOCIATION OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

The Doctoral Student Association (DSA) is the official student voice within the NCSSS Doctoral Program. All full-time and planned part-time students are encouraged to attend DSA/s meetings and participate in DSA's programs. This organization has been very active for some years – it all depends on your involvement! The Executive Board is elected in the fall for the current academic year. Officers' names are posted and are available upon request. The doctoral mailboxes are located in the doctoral lounge (Room 206, Shahan Hall).

FINANCIAL AID AND TUITION INFORMATION

NCSSS Doctoral Students finance their education through four sources:

- CUA Scholarships include Board of Trustees and Furfey scholarships and are awarded on merit, largely depending on Graduate Record Examination Scores.
- NCSSS Doctoral Scholarships are granted based on a combination of financial need (based on FAFSA information) and merit (based on the application packet). These scholarships are not automatically renewed and students must submit a new request and new FAFSA each year they are in the program.
- Stafford (subsidized) and Commercial (unsubsidized) loans enable a student to borrow money from an eligible lender. Completion of the Free Application for Federal Student Aid (FAFSA) is required for any loans.

- Personal savings and employment should be a part of a PhD student's plans for financing graduate education.

For further information on financial aid, please contact NCSSS' Director of Admissions and Financial Aid at 319-5496.

***STUDENTS' RIGHTS UNDER
THE AMERICANS WITH DISABILITIES ACT (ADA)***

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations or modifications in the academic environment that enables the qualified individual to enjoy equal access to the university's programs, services or activities. The university is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

The Office of Disability Support Services provides disability consultation, advocacy and the coordination of support services and accommodations for all qualified students with disabilities. Services and accommodations are determined individually based on disability documentation.

CUA is committed to promoting the full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the university. It is only through a student's voluntary disclosure of their disability and request for accommodations that CUA can support disability needs. Students who have a disability and wish to make a request for disability related accommodations or services must do so through Disability Support Services (DSS). Each student must submit their documentation along with an intake form to DSS in order to apply for services. Students are encouraged to register with DSS prior to arrival on campus for the upcoming semester. Once eligibility is determined, appropriate accommodations, based on the submitted documentation are put in place. Accommodations are determined on a case-by-case basis. (See Student Life Disability Services Policies, Procedures and Services for Students website at: <http://dss.cua.edu/>)