

# **PHD DEPARTMENT HANDBOOK**

## **THE URBAN VOICE**



## **MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK**

## TABLE OF CONTENTS

PROGRAM MISSION AND GOALS.....	1
OVERVIEW OF CURRICULUM.....	3
PHD CURRICULUM SEQUENCE .....	7
COMPREHENSIVE EXAMINATION.....	8
THE DISSERTATION .....	9
THE DISSERTATION COMMITTEE.....	10
DISSERTATION PROPOSAL AND PROPOSAL HEARING.....	12
THE FINAL ORAL DISSERTATION EXAMINATION .....	14
PREPARATION OF DISSERTATION FOR FINAL SUBMISSION.....	16
APPLICATION FOR GRADUATION .....	17
GRADING SYSTEM AND REQUIREMENTS .....	18
ACADEMIC CONDUCT .....	21
PROFESSIONAL CONDUCT... ..	23
ACADEMIC DISMISSAL AND APPEALS .....	24
ACADEMIC ADVISEMENT .....	25
TRANSFER CREDITS.....	26
PHD DEPARTMENT COMMITTEE .....	26
APPENDICES .....	28
APPENDIX A: COMPREHENSIVE EXAMINATION RATING FORM	
APPENDIX B: DISSERTATION COMMITTEE AGREEMENT FORM	
APPENDIX C: DISSERTATION PROPOSAL HEARING FORM APPENDIX D:	
DISSERTATION ORAL DEFENSE FORM APPENDIX E: APPLICATION FOR	
GRADUATION	
APPENDIX F: COURSE LISTING AND DESCRIPTIONS APPENDIX G:	
SOCIAL WORK FACULTY RESEARCH INTERESTS	
APPENDIX H: STEPS TO COMPLETING THE DISSERTATION PROPOSAL	
APPENDIX I: SOCIAL WORK PHD DEPARTMENT DISSERTATION GUIDE	

## **PROGRAM MISSION AND GOALS**

Morgan State University's PhD program in social work is primarily designed to prepare students for leadership roles in urban social work research, social policy analysis and advocacy, and social work education. The urban focus recognizes that inner-city residents bear the brunt of the social, economic, political, and health-related problems of American society. The disproportionate occurrence of these problems in urban areas represents a crisis in American democracy. To address this crisis, the PhD program in social work prepares students to apply a social justice framework to analyze and solve the catastrophic problems and challenges of contemporary urban society.

The social justice framework adopted by the PhD program can be understood as a belief system and a practice. As a belief system, social justice affirms the core values of democracy and equality. All persons are believed to have the inherent right to freely express their views and to have equal opportunities to acquire resources and power. From this perspective, human stigmatization and subjugation are twin evils. Both deprive individuals and groups of their potential to prosper, and they create distortions that prevent people from working together to solve human dilemmas. As a practice, social justice promotes actions that identify, describe, and eliminate human oppression and inequality. These actions can be expressed in many ways, but the common thread that cuts through them all is the implementation of positive social change. Positive social change is the behavioral outcome of social justice and represents efforts that expand the freedom, dignity, and opportunity of those who are vulnerable and who have been historically oppressed. In essence, social justice activities rectify the abuses in the stewardship of power that prevent people and social systems from exercising compassion and from acknowledging the universal origin and destiny of humanity.

While the program is amenable to the application of the social justice framework to all vulnerable populations, it is particularly concerned with applying the framework to examine, alleviate, and eliminate social problems relevant to urban African American families, communities, and organizations. Urban African Americans are overly represented in many socioeconomic and public health problem categories. Producing social work PhDs who generate research that can be used to diminish this overrepresentation and to provide critical social policy recommendations is a primary objective of the program. This objective speaks to the important role of the scholar/activist in making their research relevant to social change activities.

However, an exclusive focus on social problems and pathology often denies the resiliency among vulnerable populations. To this extent, the program promotes research that examines and chronicles the strengths and accomplishments of urban African American families, communities, and organizations. African American families, communities, and organizations have employed creative survival and coping strategies to resist oppressive forces, and these strategies should be systematically examined and documented.

The PhD program, therefore, seeks to achieve the following goals:

1. To produce competent and socially conscious leaders in the field of social welfare who will work assiduously to affect positive social change;
2. To produce researchers, scholars, and social policy advocates who will contribute to the knowledge base of social work and to the general social science literature in the areas of urban social problems and urban social strengths;
3. To produce social work educators who will infuse knowledge of urban social problems and urban social strengths in the social work curriculum;
4. To produce graduates who are competent in and knowledgeable of urban social policy,

urban social work and family theory, urban organizations and communities, and research methods and statistics.

## **OVERVIEW OF CURRICULUM**

The PhD program consists of 42 credit hours (beyond the master's degree) of the core curriculum and a minimum of 3 credit hours of dissertation research for a minimum total of 45 credit hours to complete the program. The program has both a full-time and part-time option, although students are encouraged to pursue full-time study. Whether one is full-time or part-time, there is a seven-year statute of limitations for completion of the PhD degree in social work. This means that students have no more than seven (7) years from the date of admission to the PhD program to complete all requirements, which include the successful completion, defense, and approval of the dissertation. Students who exceed the seven-year statute of limitations may be dismissed from the program. In addition, students who have not been enrolled in the program and the School of Graduate Studies for three (3) consecutive semesters and have not corresponded with the PhD Program Director and the School of Graduate Studies during that period are no longer considered continuing students. In this case, students may be required by the Dean of the School of Graduate Studies to reapply for admission.

The full-time sequence of the curriculum is presented on page 7. At Morgan, graduate students are considered full-time when they are registered for at least 9 credit hours per semester. The full-time sequence requires two years of course work and then two years of dissertation research. In the first year, students are required to complete 18 credit hours, 9 credit hours each semester. In the second year, students are required to complete 18 credit hours, 9 credit hours each semester. Summer courses are currently not offered in the department.

Part-time students will take about a year and a half longer to complete the program. To be considered part-time, students must register for a minimum of 6 credit hours of course work per semester. Like full-time students, part-time students must take courses in sequential order. This means that students cannot enroll in or register for higher level courses until they have taken and passed the appropriate lower level courses. Part-time students take 6 credit hours per semester for approximately three and a half years. Students interested in part-time study need to contact their advisor to develop an appropriate plan of study, which must be approved by their academic advisor and the Department Chair. Like full-time students, summer courses are not offered for part-time students.

The completion of classroom course work provides students with a total of 42 semester credit hours. This 42-hour calculation also includes SOWK-808 (Teaching or Research Practicum) and SOWK-811 (an elective or independent study), which are taken after passing the *Comprehensive Examination* (discussed later in the handbook). Thus, as can be seen in the curriculum sequence, after completing 36 credit hours of classroom course work, students are eligible to sit for the Comprehensive Examination. After taking and passing the Comprehensive Examination, students are then officially eligible to form a dissertation committee and commence their dissertation research. Students must register for at least 3 semester credit hours to work on their dissertation after completing the comprehensive exam.

Two courses are designated for dissertation research: 1) SOWK-997 (Dissertation Guidance), and SOWK-998 (Dissertation Seminar). These courses are not classroom courses but rather represent the autonomous work of the dissertation student along with consistent guidance they receive from dissertation committee members. Both courses are worth 3 credit hours. *Dissertation Guidance* is the course that a dissertation student will be continuously registered in

as they complete the dissertation. Thus, the dissertation student must register for Dissertation Guidance each semester until the last semester in which they are in the program. The appropriate grade for Dissertation Guidance is "S" for satisfactory. Once the dissertation student enters the last semester in the program (which is defined as the semester in which the dissertation is defended), they must then register for *Dissertation Seminar*. This is the course that will ultimately record the final dissertation grade, which would be a "P" for pass. The dissertation committee chairperson is responsible for assigning grades in both Dissertation Guidance and Dissertation Seminar.

As indicated, the curriculum sequence or plan of study offers a two-year model for completion of the dissertation. This is attributed to research that shows that, on

average, doctoral students take two years to complete their dissertations. Of course, some students will require a shorter period of time and others a longer period to complete the dissertation. This variance is associated with a number of factors, some of which are as follows: 1) the level of focus, discipline, and motivation displayed by the student, 2) the degree to which being employed is an impediment to the student's ability to consistently work on their dissertation; 3) the degree to which a student experiences stressful events (e.g., a family death) during the dissertation process, and how they cope with these events; 4) the quality of the relationships between the student and her or his dissertation committee members and among the dissertation members themselves; and 5) the type of research one is executing (some take longer).

<b>FULL-TIME PHD CURRICULUM SEQUENCE</b>			
<b>FALL (1<sup>st</sup> Year)</b>			<b>Credit Hours</b>
SOWK 701	History of Social Welfare Policy		3
SOWK 702	Social Work and Human Services Statistics I		3
SOWK 704	Knowledge and Theory Development for Urban Social Work		3
<b>SPRING (1<sup>st</sup> Year)</b>			
SOWK 703	Research Methods for Urban Social Institutions		3
SOWK 705	Contemporary Social Policy Analysis		3
SOWK 706	Social Work and Human Services Statistics II		3
<b>FALL (2<sup>nd</sup> Year)</b>			
SOWK 802	Qualitative Methods in Social Work Research		3
SOWK 804	Social Work with Urban Organizations and Communities		3
SOWK 805	Advanced Statistical Applications in Social Work		3
<b>SPRING (2<sup>nd</sup> Year)</b>			
SOWK 803	Urban Family Theories		3
SOWK 807	Issues in Social Work Pedagogy and Education		3
SOWK 899	Guided Research		3
<b>TOTAL MINIMUM HOURS REQUIRED TO SIT FOR COMPREHENSIVE EXAMS</b>			<b>36</b>
<b>FALL (3<sup>rd</sup> Year)</b>			
SOWK 997	Dissertation Guidance		3
SOWK 808	Teaching or Research Practicum in Social Work		3
<b>SPRING (3<sup>rd</sup> Year)</b>			
SOWK 997	Dissertation Guidance		3
SOWK 811	Elective or Independent Study		3
<b>FALL (4<sup>th</sup> Year)</b>			
SOWK 997	Dissertation Guidance		3
<b>SPRING (4<sup>th</sup> Year)</b>			
SOWK 998	Dissertation Seminar		3
<b>TOTAL HOURS INCLUDING TWO YEARS OF DISSERTATION RESEARCH</b>			<b>54</b>



## **COMPREHENSIVE EXAMINATION**

Once students have successfully completed the 36 credit hours of the core curriculum, they are eligible to take the Comprehensive Examination. This Examination assesses the student's total understanding and synthesis of the core curriculum. The Comprehensive Examination includes three areas on which the student is tested. These areas are as follows:

1. theories and methods of urban social work,
2. social welfare history and policy analysis, and
3. research methods and statistics.

The Comprehensive Examination is administered once per academic year—in May. The Examination occurs over a three-day period, six hours each day. Students are given six hours to respond to the social welfare history and policy analysis question and three hours to respond to each component of the other two areas. No notes, books, or other aids are permissible while taking the examination.

The student's performance on the Comprehensive Examination is assessed by the authors of the examination questions. The authors of the Comprehensive Examination questions are usually the professors who taught the course or content area from which the question is formulated. A standard rating form (see Appendix "A") is used to rank the student's performance. Once the student's performance has been evaluated by the committee members, the forms are returned to the PhD Department Chair. The Chair will notify the student in writing as to whether they passed or did not pass the examination. The notification will not be mailed to students until evaluations have been submitted for all students. Notification of examination results also are reported to the Dean of the School of Social Work and the Dean of the School of Graduate Studies. Once the student has been notified that they passed the Comprehensive Examination, the student can officially begin the formal process of the dissertation. The student

must not select a chairperson, other members of their dissertation committee, or register for Dissertation Guidance until official written notification indicating passing of the Comprehensive Examination has been received.

The Comprehensive Examination may be repeated only once. If a student fails portions of the examination, they are required to retake only those questions for which they did not pass. If the student does not pass the second time, they will be dismissed from the program. Students have the right to appeal this and other adverse decisions, and this process is discussed under the section *Academic Dismissal and Appeals*. Lastly, the student must be enrolled to be eligible to take the Comprehensive Examination.

## **THE DISSERTATION**

The dissertation is the last phase of the PhD program. It is a written analysis of a specific academic topic that applies traditional scientific methods of inquiry to examine specific research questions or hypotheses. The purpose of the dissertation is fivefold:

1. To provide students with the opportunity to demonstrate their ability to execute original and independent research;
2. To provide students with the opportunity to apply social science logic, language, methods, and statistics to investigate a topic consistent with the program's urban mission;
3. To provide students with the opportunity to integrate, through social science writing, the diverse skills obtained throughout their course work;
4. To provide students with the opportunity to thoroughly explore and examine a topic for which they are interested; and
5. To provide students with the opportunity to establish a foundation for what is

conceived to be the beginning of their future scholarly endeavors.

Although this handbook provides some critical information about the dissertation process, students are required to obtain a copy of the *Handbook and Style Guide for Dissertations and Theses (4<sup>th</sup> ed., 2016)* published by the School of Graduate Studies. *The School of Graduates Studies Handbook* governs the dissertation and thesis process and guidelines for all graduate studies programs (including the social work PhD program) at Morgan. The Handbook can be downloaded from the following website: <https://www.morgan.edu/gradschool> and then click on the “Thesis and Dissertation Handbook.”

## **THE DISSERTATION COMMITTEE**

Once the student has received official written notification that they passed the Comprehensive Examination, they can then begin the process of selecting a chairperson and members to constitute the dissertation committee. A dissertation committee is a group of holders of the doctoral degree, preferably professors in the student’s field of interest. The committee supervises and guides the student in selecting a dissertation topic, in conceptualizing the research problem and research questions, in executing the research design and data analysis, and in organizing and presenting the ideas that shape the dissertation.

The dissertation committee must comprise at least three (3), but no more than five (5), members. A majority of the committee members must be full-time faculty in the School of Social Work at Morgan State University. The student can also select outside persons (that is, persons who are not affiliated with the School of Social Work or Morgan State University) to be on the committee. Outside persons can be professors, community practitioners, or administrators, so long as they have doctorates and have expertise in the area of study. Thus, if a dissertation committee comprises three members, only one member can be an outside person. If it comprises

five members, two members can be outside persons.

### **Dissertation Chairperson**

A key person on the student's committee is the dissertation chairperson. The dissertation chairperson is that committee member who takes the lead in guiding the student through the dissertation process. They are the person with whom the student works the closest. The chairperson convenes members of the committee when indicated. All decisions regarding the student's dissertation must be approved by the chairperson; thus, students must consistently consult the chairperson throughout the dissertation process. The dissertation chairperson must be a full-time faculty member in the School of Social Work at Morgan State University.

Once students have identified a dissertation chairperson and other committee members, and have received verbal approval from each to serve on their committee, they must provide written confirmation of this approval to the chair of the PhD department. This is achieved through the *Dissertation Committee Agreement Form* (see Appendix "B"), which allows signatures of all committee members indicating their agreement to serve on the student's committee.

### **DISSERTATION PROPOSAL AND PROPOSAL HEARING**

Once the student has completed an acceptable draft of the first three chapters of the dissertation, they are considered to have a dissertation proposal. Once the draft of the dissertation proposal is completed and has been approved by the dissertation chairperson, the student is to schedule, in concert with her or his chairperson, a *dissertation proposal hearing*. The Chair and other committee members must be informed in writing of the time, date, and location of the hearing. The purpose of the dissertation proposal hearing is for the student to present orally the ideas contained in the proposal in a context in which the chairperson, all committee members,

and the PhD department Chair are present. Other faculty and students also may be invited to the proposal hearing. The dissertation proposal includes all the components of the dissertation up through the methodology section (See Appendix H for Steps to completing the Dissertation Proposal):

1. statement of problem and purpose of the study;
2. review of the literature and theoretical or conceptual framework
3. methodology

The hearing provides an opportunity for the student to:

- a. orally present the ideas and plan of the dissertation, and
- b. receive feedback and suggestions on how to improve the proposal.

Once the hearing is completed, the chairperson of the committee and committee members immediately meet and vote on whether the proposal is acceptable or not acceptable and whether the student may or may not proceed with data collection. The dissertation chairperson informs the student of the decision verbally following the group's deliberations. The dissertation chairperson also is required to complete the *Dissertation Proposal Hearing Form* (see Appendix "C") to verify the committee's decision about the proposal. The committee's decision about the proposal hearing can generate the following outcomes:

1. Passed (no corrections are needed);
2. Conditionally passed (minor adjustments are needed in substance and/or format, and must be approved by the dissertation chairperson);
3. Deferred (major adjustments are needed in substance and/or format and a second and final proposal hearing is warranted), and
4. Failed (needed adjustments are too extensive for the candidate to execute

the proposed research).

### **IRB Approval**

Once the dissertation proposal has been approved by the committee, the student may prepare the Institutional Review Board (IRB) proposal for review and approval by the Dissertation Chair. An IRB is a group or committee comprised usually of other researchers and some stakeholders who are charged with evaluating a research proposal for any possible violations of research ethical norms, especially those that might potentially harm human subjects. Once the IRB approves the study, the student may proceed with data collection. Even if IRB approval is not required, a student must submit the application in order for them to make that determination. Please visit the following link to obtain Morgan State University's IRB procedures: <https://www.morgan.edu/ospr> (and then click on "Human Subjects Research")

### **THE FINAL ORAL DISSERTATION EXAMINATION**

The final oral dissertation examination is a meeting in which the student presents the entire dissertation, including the findings and implications, to the dissertation committee. It is the formal defense of the student's dissertation. The final oral dissertation examination has three (3) objectives:

1. assessment of the examinee's ability to defend the dissertation; orally
2. assessment of the dissertation itself in terms of its scientific problem-solving ability, research methodology, analysis, and scholarly writing; and
3. assessment of the dissertation's contribution to the existing knowledge base.

Before the oral dissertation examination can be scheduled, the student must have completed the dissertation and secured approval of the completed work by the dissertation

chairperson and other committee members. If the student wishes to graduate at the end of the semester in which the oral examination takes place, the examination must be scheduled early enough so that the student can meet the School of Graduate Studies deadline for submission of the completed dissertation. Consideration also must be given for the time it will take the Dean of the School of Graduate Studies to review the dissertation and provide feedback to the student. The Graduate School Dean (or his or her designee) reads and reviews all University dissertations. The Graduate School Dean reviews the dissertations to ensure that they meet the standards and requirements identified in the School of Graduate Studies *Handbook for Dissertations and Theses*. All dissertations must be finally approved by the School of Graduate Studies.

The official examining committee of the oral defense is the student's dissertation committee. Although other faculty and students may be invited to the final oral defense, only the official examining committee can render the final decision concerning the quality of the examinee's performance in the oral defense. Once the oral defense is finished, the examinee will be asked to leave the hearing room. Discussion of the student's presentation will take place and a vote will be taken immediately by the official examining committee to determine if the student successfully defended the dissertation. Four outcomes of this vote are possible:

1. Passed (no corrections are needed);
2. Conditionally passed (minor adjustments are needed in substance and/or format and must be approved by the dissertation chairperson);
3. Deferred (major adjustments are needed in substance and/or format and a second and final oral defense is warranted), and
4. Failed (needed adjustments are too extensive or candidate failed to satisfactorily defend).

The student will be verbally informed of the committee's decision immediately after the

vote is taken by the chairperson of the committee, and confirmation of this vote will be documented by the dissertation chairperson's completion of the *Dissertation Oral Defense Form* (see Appendix "D").

The final oral dissertation examination must be scheduled by the student's dissertation chairperson at a date and time mutually agreeable to the student and members of the examining committee. A notice of the proposed date and time must be sent to the PhD Department Chair at least five (5) work weekdays before the proposed date and time. The final oral dissertation examination is open to all faculty members and students in the school of social work and in the other graduate and professional schools at Morgan.

Typewritten copies of the dissertation must be presented to the student's dissertation chairperson at least two (2) weeks prior to the date of the final oral examination so that they can be distributed by the student to all committee members prior to the defense. The student is required to provide each person who attends the oral examination with a dissertation abstract.

### **PREPARATION OF DISSERTATION FOR FINAL SUBMISSION**

After the successful defense of the dissertation, students must submit the dissertation for review to the School of Graduate Studies for final approval. The School of Graduate Studies *Handbook and Style Guide for Theses and Dissertations* includes specific guidelines for the format and organization of dissertations and instructions on how and when students should submit their dissertations to the School of Graduate Studies. The Graduate School also includes on its website a *Thesis and Dissertation Deposit Student Check List* (see [www.morgan.edu/gradschool](http://www.morgan.edu/gradschool)). It is critically important to review and conform to this checklist.

In addition, the School of Graduate Studies *Handbook* also includes a list of available



professional style manuals to be used to write and type dissertations.

Professional style manuals provide authors of professional manuscripts with specific methods and guidelines for writing and citations. In the School of Social Work, all written assignments, including dissertations, must conform to the style and citation guidelines of the American Psychological Association's Publication Manual (2009, 6<sup>th</sup> Edition or the most recent edition). Each student is responsible for the dissertation conforming to this professional style and any other guidelines included in the School of Graduate Studies *Handbook*. Although the dissertation committee chairperson and other committee members review the dissertation for style consistency, the ultimate responsibility for ensuring the correct and consistent application of required style and citation guidelines belongs to the student.

## **APPLICATION FOR GRADUATION**

To be officially awarded the PhD degree, students must file an *Application for Graduation*, which is an online application, with the Dean of the School of Graduate Studies by the deadline published by the University Registrar if they expect to complete all requirements for graduation by the both the December and May commencement ceremonies. Before the Application for Graduation is filed with the Dean of the School of Graduate Studies, it must be signed by the School of Social Work Dean, Department Chairperson, and stamped by the Bursar after the application fee has been paid. If a student does not complete all requirements for graduation by the end of the semester indicated on the Application for Graduation, a new form must be completed for the year (and semester) in which the degree is to be awarded. Although a new Application for Graduation must be filed whenever a student does not finish in the semester indicated on the application, the application fee is paid only once, unless the fee increases from one period to another. Students applying for graduation should also make arrangements with the

University Bookstore for the rental of academic robes and regalia.

## **GRADING SYSTEM AND REQUIREMENTS**

The grading system identified and explicated below applies to all course assignments, all required core courses, all elective courses, and to the academic credit given for the dissertation.

Graduate programs at Morgan use the following grading system:

<b>A</b>	Superior
<b>B</b>	Satisfactory
<b>C</b>	Unsatisfactory, may be required to repeat course
<b>F</b>	Failing work, must repeat course
<b>P</b>	Pass for non-letter grade courses like dissertation seminar
<b>I</b>	Some phase of work is incomplete
<b>AW</b>	An administrative withdrawal given for appropriately documented financial, sickness, or unusual nonacademic reason
<b>W</b>	Official Withdrawal
<b>S</b>	Satisfactory grade for thesis or dissertation guidance (no other grade is allowed)
<b>IP</b>	Grade for thesis or dissertation seminar until the defense of the thesis or dissertation is successfully passed (IP represents “In Progress”)

Grades of “D” are not given to graduate students at Morgan.

Graduate students at Morgan are required to maintain a minimum cumulative Grade Point Average (GPA) of 3.0 (B-average). A student whose cumulative grade point average falls below 3.0 at the end of any semester is automatically placed on academic probation. If the student’s cumulative GPA at the end of two (2) consecutive semesters continues to fall below a 3.0, they will be dismissed from the PhD program and the School of Graduate Studies. Thus, when placed on academic probation, students are allowed only two (2) consecutive semesters to improve their cumulative GPA. A student’s semester GPA is computed by dividing the total number of quality points earned by the number of courses taken in a given semester. A total of 4 quality points is given for a grade of “A;” three (3) quality points are given for a grade of “B;” and two (2) quality points are given for a grade of “C.” The GPA is officially determined and calculated by the Office of the Registrar.

At Morgan, graduate students may not possess “C” grades totaling more than 20 percent of the total credit hours required for satisfying degree requirements. Since completing the PhD program in social work requires a minimum total of 45 credit hours, this means that students can have no more than 9 credit hours of “C” grades. Students who earned more than 9 credit hours of “C” grades will be dismissed from the program.

A grade of “F” indicates failure and carries no credit but is counted in computing the grade point average until the course is repeated and a passing grade is earned. A student who earns a grade of “F” in any course must repeat the course and earn a passing grade. Students who earn more than two (2) grades of “F” will be dismissed from the program.

Sometimes “I” grades (or Incompletes) are given. A grade of “I” indicates that the requirements for a course have not been completed. In the School of Graduate Studies, “I” grades are given only in exceptional cases. Examples are documented illnesses or other documented emergencies that are beyond the student’s control and that preclude the student from completing course requirements. A student’s work in a course must be satisfactory to be granted an “I” grade. An “I” grade must be removed by the end of the next semester of enrollment following the granting of an “I” grade, or the incomplete grade will be changed to a grade of “F.” Accumulating two or more Incompletes that have become “F” grades demonstrates failure to make satisfactory academic progress and is grounds for academic dismissal. Furthermore, students may not graduate with a grade of “I” on their Morgan State University transcript.

The evaluation of students’ academic performance is the sole responsibility of the faculty member who teaches or supervises a course in which the student is enrolled. It is also the responsibility of the individual faculty member to clearly and precisely indicate and explicate in the syllabus exactly how she or he will evaluate students’ performance and how grades will be

determined. If students disagree with a professor's evaluation – whether it is an individual assignment or the professor's final grade – they should schedule a meeting with the professor to share their concerns. This meeting may or may not result in changing the student's grade, but it can be used as a vehicle to help answer questions the student may have. However, before any such meeting is scheduled, students should first critically examine their role in the grade they have received and the degree to which their performance could have been better.

At the end of each semester, each enrolled student is expected to evaluate the course and key areas of the faculty member's teaching competence and effectiveness. These evaluation instruments are completed online anonymously.

### **ACADEMIC CONDUCT**

Although doctoral students' academic performance is critical to their success, so too is their academic conduct. Academic conduct is the degree to which students behave ethically and honestly as they execute their academic responsibilities and interact with their peers and professors. The PhD program in social work strongly encourages and expects all students to behave ethically and honestly. However, when students have been found to engage in unethical and dishonest behaviors, strong sanctions can be imposed (see below). Some examples of unethical and dishonest behavior are cheating, plagiarism, abuse of academic/library materials, stealing, and lying. Plagiarism is especially egregious. The School of Graduate Studies Graduate Catalog defines plagiarism as “submitting, orally or in writing, the words, ideas, drawings, or other works of another person as one's own without appropriate citation in order to receive credit for having completed an academic assignment or exercise.” The School of Graduate Studies Graduate Catalog also gives several examples of plagiarism that include, but are not limited to, the following:

- a. “Submitting material or work for evaluation, in whole or in part, which has been prepared by another student, by an author of a published article or textbook, or persons producing papers for profit;
- b. Using a direct quote from another student’s papers or from an author of a publication without including the appropriate citation;
- c. Paraphrasing or summarizing another’s work without including the appropriate citation; and
- d. Using information stored electronically (e.g., submission of papers and or information found on computer disks, the Internet, etc.) without including appropriate citation and/or acknowledging the source.”

According to the School of Graduate Studies Graduate Catalog, “any graduate student at Morgan State University, who is found to have engaged in academic dishonesty, including plagiarism in the preparation of written assignments, a dissertation or thesis, may be subjected to suspension, expulsion and/or revocation of a previously awarded degree. Such sanctions may be imposed even though the accused graduate student may never have received a lesser penalty or penalties for previous academic dishonesty.” For definitions of the terms *suspension*, *expulsion*, and *revocation*, see the School of Graduate Studies Graduate Catalog.

### **Academic Tolerance**

Another important dimension of academic conduct is academic tolerance. In the course of their studies, students will invariably be exposed to ideas and values that run contrary to their own. These ideas and values may be presented in the classroom, in course readings and assignments, or in informal interactions with peers and professors. Critical to the academic process is the exchange and dissemination of a diverse range of ideas and values. Therefore, displaying academic tolerance is a major skill that PhD students in social work must possess.

Essentially, this skill requires that one be able to receive and consider diverse ideas and values without becoming belligerent. This does not imply that one has to agree with the ideas or

values, but it does require the ideas or values to be examined and discussed in a professional, scholarly, and civil manner. The PhD program in social work encourages a learning milieu that supports diversity in thought and comfort in sharing one's ideas and interpretations.

## **PROFESSIONAL CONDUCT**

Professional conduct is both inclusive of and broader than academic conduct and integrity. It fundamentally requires students to behave in a manner consistent with the ethical principles and standards of the social work profession, as formalized in the **National Association of Social Workers (NASW) Code of Ethics** (see the NASW website: [www.socialworkers.org](http://www.socialworkers.org)). Specifically, the relevant NASW Code of Ethics indicates the following:

1. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
2. Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
3. Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

PhD students in social work are required to demonstrate their commitment to the social work profession's core values of service, social justice, dignity and worth of the individual, the importance and centrality of human relationships, integrity, and competence. With core professional values as its foundation, proper professional conduct is more specifically the student's ability to maintain constructive interpersonal relations with university faculty, staff, fellow students, and others, and the ability to behave ethically and conform to the Morgan State

University standards, School of Social Work policies and procedures, and professional social work values. Some examples of improper professional conduct include, but are not limited to, the following: 1) physical or verbal altercations, 2) starting and spreading erroneous and malicious rumors, 3) verbal and written (including electronic mail and social media) harassment, 4) meddling in others' affairs without their permission, 5) lying and cheating, and 6) involvement in criminal activity. The PhD program takes very seriously violations of proper professional conduct and strongly encourages students to conduct themselves in a manner consistent with the expectations of a social work PhD student.

### **ACADEMIC DISMISSAL AND APPEALS**

Throughout this handbook, several events were said to constitute grounds for student dismissal:

1. displaying unethical and dishonest academic conduct;
2. failing to maintain a minimum cumulative grade point average of 3.0;
3. exceeding the seven-year statute of limitations;
4. failing the comprehensive examination;
5. failing both the dissertation proposal and final dissertation defenses;
6. earning "C" grades totaling more than 9 credit hours of course work; and
7. receiving two or more grades of "F." All courses with "F" grades must be

retaken and a passing grade must be assigned to graduate. If students experience any of the above and are dismissed from the program, they have the right to appeal the decision. All appeals, including a student's academic progress, probation, or dismissal, must be addressed in writing to the Dean of the School of Social Work who, in consultation with the PhD Department Chair, will review the appeal and prepare a report and written recommendation for review by the

Dean of the School of Graduate Studies. The Graduate Studies Dean renders the final decision regarding a student's appeal.

### **ACADEMIC ADVISEMENT**

When the student begins the PhD program, the Chair will assign them an academic advisor. The academic advisor will be a full-time PhD program faculty member in the PhD Department of the School of Social Work or the Director of the PhD program. Students should maintain consistent contact with their academic advisor. This contact should especially be made during the following times: a) registration periods; b) when the student approaches the time when they are eligible to sit for the Comprehensive Examination; and c) when the student is deciding on a dissertation chairperson and topic. The purpose of academic advisement is twofold:

1. ensure that the student selects and enrolls in classes that are necessary for his or her successful completion of the curriculum, and
2. facilitate the professional and personal growth of the student so that he or she can be properly socialized into the academic discipline or profession in which they seek entry.

The academic advisor will serve as the student's advisor until they pass the Comprehensive Examination. At that point, the student's dissertation chairperson serves as his or her academic advisor.

### **TRANSFER CREDITS**

At Morgan State University, requests for transfer credits, taken at accredited institutions, prior to enrollment at Morgan, must be approved by the Chair of the PhD department. Only graduate credits taken at U.S. regionally accredited institutions or credits taken at international institutions and evaluated by WES or ECE as equivalent to US accredited graduate credits, are



considered for transfer. Transfer credits are not counted in determining the student's GPA or overall/cumulative GPA. Transfer students can get courses waived only under the following conditions:

1. they have taken comparable courses in another accredited social work doctoral program in the United States within four (4) years of the date of their acceptance into the PhD program in social work at Morgan State University, and
2. they have received a grade of "B" or better.

Credits for correspondence courses, workshops, and extension classes are not acceptable for transfer. The final decision about whether and what courses can be transferred resides with the Chair of the PhD department in social work.

### **PhD DEPARTMENT COMMITTEE**

The PhD department committee is the official governing body of the PhD program in social work. This committee reviews existing program policies and procedures and establishes new ones. These policies and procedures, however, must not contradict the policies and procedures of the School of Graduate Studies, which governs all graduate programs at Morgan State University.

The PhD Department committee comprises all full-time and long-term adjunct social work faculty who teach in the PhD program. Committee membership also includes one student representative who is elected from the second year, PhD student cohort each year. The student's role is to represent the concerns of all students and to present recommendations for the committee to consider. Each committee member has an equal vote, but the student member cannot vote on matters specific to an individual faculty member. The chairperson of the PhD Department committee is the Chair of the PhD department.

## **APPENDICES**

APPENDIX A: COMPREHENSIVE EXAMINATION RATING FORM

APPENDIX B:  
DISSERTATION COMMITTEE AGREEMENT FORM

APPENDIX C: DISSERTATION PROPOSAL HEARING FORM

APPENDIX D: DISSERTATION ORAL DEFENSE FORM

APPENDIX E: APPLICATION FOR GRADUATION

APPENDIX F:  
COURSE LISTING AND DESCRIPTIONS

APPENDIX G:  
SOCIAL WORK FACULTY RESEARCH INTERESTS

APPENDIX H  
STEPS TO COMPLETING THE DISSERTATION PROPOSAL PROCESS

APPENDIX I  
SOCIAL WORK PHD DEPARTMENT DISSERTATION GUIDE

## APPENDIX A: COMPREHENSIVE EXAMINATION RATING FORM

Student: \_\_\_\_\_

Examination Date: \_\_\_\_\_

Question/Content Area: \_\_\_\_\_

### **Student Performance** (Check Appropriate Box):

*Passed* (response is fully acceptable) [ ☐ ]

*Conditionally Passed* (minor clarification in the response is needed) [ ☐ ]

*Failed* (needs to retake the exam for this question) [ ☐ ]

Evaluator's Signature:

\_\_\_\_\_

**APPENDIX B:  
DISSERTATION COMMITTEE AGREEMENT FORM**

Student: \_\_\_\_\_

Dissertation Title:

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The below persons willingly agree to serve on the dissertation committee of the above- named student:

Chairperson's Signature

\_\_\_\_\_ Date: \_\_\_\_\_

Additional Committee Members' Signatures

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C: DISSERTATION PROPOSAL HEARING FORM

Student: \_\_\_\_\_

Hearing Date: \_\_\_\_\_

Dissertation Title:

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Dissertation Committee's Decision (Check Appropriate Box):

☐ *Passed* (no corrections are needed)

☐ *Conditionally Passed* (minor adjustments are needed in substance and/or format  
and must be approved by the dissertation chairperson)

☐ *Deferred* (major adjustments are needed in substance and/or format and a second  
and final proposal hearing is warranted)

☐ *Failed* (needed adjustments are too extensive for the candidate to execute the  
proposed research)

Dissertation Chairperson's Signature:

\_\_\_\_\_  
Additional Committee Members' Signatures:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX D: DISSERTATION ORAL DEFENSE FORM

Student: \_\_\_\_\_

Defense Date: \_\_\_\_\_

Dissertation Title:

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Dissertation Committee's Decision (Check Appropriate Box):

- ☐ *Passed* (no corrections are needed)
- ☐ *Conditionally Passed* (minor adjustments are needed in substance and/or format and must be approved by the dissertation chairperson)
- ☐ *Deferred* (major adjustments are needed in substance and/or format and a second and final oral defense is warranted)
- ☐ *Failed* (needed adjustments are too extensive or candidate failed to satisfactorily defend)

Dissertation Chairperson's Signature:

\_\_\_\_\_  
Additional Committee Members' Signatures:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX E: APPLICATION FOR GRADUATION

<b>MORGAN STATE UNIVERSITY</b> OFFICE OF RECORDS AND REGISTRATION		<b>SCHOOL OF GRADUATE STUDIES</b> <b>APPLICATION FOR GRADUATION</b> Please write month and year for which you are applying to graduate (i.e. December or May) Month _____ Year _____		<b>DATE FEE PAID</b> (TO BE STAMPED PAID BY CASHIER THEN DELIVER TO THE OFFICE OF GRADUATE STUDIES) <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px auto;"></div>	
SOCIAL SECURITY NUMBER		TODAY'S DATE		RACE (Please check one)	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> / <input type="text"/> / <input type="text"/>		Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	
PRINT NAME EXACTLY AS IT APPEARS ON YOUR STUDENT RECORD (Indicate capitalization and special punctuation)					
FIRST NAME		MIDDLE NAME OR INITIAL		LAST NAME	
				MAIDEN <input type="checkbox"/> FEMALE <input type="checkbox"/> MALE <input type="checkbox"/>	
LOCAL ADDRESS, PHONE NUMBERS AND CONTACT INFORMATION					
STREET		AND / OR		APARTMENT NUMBER	
CITY		STATE		ZIP CODE	
PHONES HOME		WORK		EMAIL	
HOMETOWN AND STATE OR COUNTRY					
LIST ALL DEGREES EARNED PRIOR TO THIS DEGREE					
DEGREE (ABBREVIATE)	MAJOR	DEGREE GRANTING INSTITUTION (FULL TITLE)	STATE IN WHICH INSTITUTION IS LOCATED	DATE AWARDED	
IDENTIFY THE DEGREE TO BE AWARDED					
DOCTORATE DEGREE PROGRAMS			MASTER'S DEGREE PROGRAMS		
Bioenviron. Sciences <input type="checkbox"/> Ph.D. Business Administration <input type="checkbox"/> Ph.D. Community College <input type="checkbox"/> Ed.D. Engineering <input type="checkbox"/> D.Eng. English <input type="checkbox"/> Ph.D. Higher Education <input type="checkbox"/> Ph.D. History <input type="checkbox"/> Ph.D. Mathematics Education <input type="checkbox"/> Ed.D. Psychometrics <input type="checkbox"/> Ph.D. Public Health <input type="checkbox"/> Dr.PH. Science Education <input type="checkbox"/> Ed.D. Social Work <input type="checkbox"/> Ph.D. Urban Ed. Lead <input type="checkbox"/> Ed.D.	African-American Studies <input type="checkbox"/> Ph.D. Architecture <input type="checkbox"/> Ph.D. Bioinformatics <input type="checkbox"/> Ed.D. Business Administration <input type="checkbox"/> Ph.D. Master of Science in Science <input type="checkbox"/> Ph.D. City & Regional Planning <input type="checkbox"/> Ph.D. Economics <input type="checkbox"/> Ph.D. Ed Admin. & Supervision <input type="checkbox"/> Ed.D. Elem. & Mid Sch. Education <input type="checkbox"/> Ph.D. Engineering <input type="checkbox"/> Dr.PH. English <input type="checkbox"/> Ed.D. History <input type="checkbox"/> Ph.D. International Studies <input type="checkbox"/> Ed.D.	Landscape Architecture <input type="checkbox"/> M.A. Master of Arts in Teaching <input type="checkbox"/> M.A.R.C.H. Mathematics <input type="checkbox"/> M.S. Mathematics Education <input type="checkbox"/> M.B.A. Music <input type="checkbox"/> M.S. Psychometrics <input type="checkbox"/> M.C.R.P. Public Health <input type="checkbox"/> M.A. Science Education <input type="checkbox"/> M.S. Sociology <input type="checkbox"/> M.S. Social Work <input type="checkbox"/> M.E.N. Telecom. Management <input type="checkbox"/> M.A. Transportation Studies <input type="checkbox"/> M.A.	M.L.A. <input type="checkbox"/> M.A.T. <input type="checkbox"/> M.S.L.A. <input type="checkbox"/> M.S. <input type="checkbox"/> M.S. <input type="checkbox"/> M.A. <input type="checkbox"/> M.S. <input type="checkbox"/> M.P.H. <input type="checkbox"/> M.S. <input type="checkbox"/> M.A. <input type="checkbox"/> M.S.W. <input type="checkbox"/> M.S. <input type="checkbox"/> M.S. <input type="checkbox"/> M.S. <input type="checkbox"/>		
Date:		Signature			
Date:		Department Chairperson's Signature			
WHITE—RECORDS AND REGISTRATION    CANARY—FINANCE    PINK—STUDENT    GOLDEN ROD—GRADUATE SCHOOL					

**APPENDIX F:**  
**PhD SOCIAL WORK PROGRAM COURSE LISTING AND DESCRIPTIONS**

**SOWK 701 History of Social Welfare Policy Three Hours; 3 Credits**

This course provides information on the history and evolution of professional social work and social welfare values, practices, policies, and organizations in the United States.

Covering the history of American social welfare from colonial times, this course places considerable emphasis on the effects of social, cultural, political, and economic factors on the development of social welfare policies and the social work profession.

**SOWK 702 Social Work and Human Services Statistics I Three Hours; 3 Credits**

This course equips students with basic statistical techniques. Students will learn to apply descriptive and some intermediate statistical procedures to social problems and human service programs. In addition, beginning knowledge and use of computer statistical software packages will be emphasized.

**SOWK 703 Research Methods for Urban Social Institutions Three Hours; 3 Credits**

This course examines the assumptions and the underlying logic and methods of social science research. Special attention is given to an examination of the sundry methods of social science data collection, to the criteria that determine the selection of a specific method, and to an understanding of the strengths and limitations of the various methods. These methods are explained and their applicability examined within the context of urban social institutions.

**SOWK 704 Knowledge and Theory Development for Urban Social Work Three Hours; 3 Credits**

This course presents an in-depth exploration of a broad array of psychological, socio- cultural, political, and economic theories that undergird urban social work knowledge, values, and skills. Theories relevant to community development and empowerment will also be included. Tools and skills of theoretical analysis will be emphasized as this forms the basis of urban social work practice and research.

**SOWK 705 Contemporary Social Policy Analyses Three Hours; 3 Credits**

This course provides students with frameworks and methods of analyzing contemporary social welfare policies and the programs through which they are implemented. The course also explores the dimensions of policy analysis including policy development, implementation, management, and control, and it examines methods and dilemmas of policy advocacy for urban populations.

**SOWK 706 Social Work and Human Services Statistics II Three Hours; 3 Credits**

This course acquaints students with more intermediate statistical procedures that is begun in



SOWK 702, but also introduces students to the logic, significance, and appropriate application of advanced (i.e., multivariate) statistical procedures. In addition, intermediate knowledge and use of computer statistical software packages will be emphasized.

### **SOWK 802 Qualitative Methods in Social Work Research Three Hours; 3 Credits**

This course introduces qualitative research approaches appropriate for social work research. Emphasis is placed on analyzing the appropriateness of these approaches for describing and explaining urban social work phenomena in clinical, organizational, and other settings. Ethical issues raised by qualitative methodologies are also considered.

### **SOWK 803 Urban Family Theories Three Hours; 3 Credits**

This course familiarizes students with various theories, perspectives, and methodologies used to study the structure and functioning of families, especially urban families, focusing on conceptual models commonly used in family analysis: family structure and functionalism, interactionism, exchange theory, conflict theory, and the family developmental perspective.

### **SOWK 804 Social Work with Urban Organizations and Communities Three Hours; 3 Credits**

This course examines urban organizations and communities with a focus on community-based organizations (CBOS) that serve urban and historically oppressed populations.

This course will focus on administrative roles, organizational management, resource acquisition, community organizing and as well as planning, capacity development in the context of financial devolution.

### **SOWK 805 Advanced Statistical Applications for Social Work Three Hours; 3 Credits**

This course focuses exclusively on multivariate analyses that are commonly used in social work and human services research. These procedures are ordinary least squares multiple regression, logistic regression, structural equation models, and others. In addition, advanced knowledge and use of computer statistical software packages will be emphasized.

### **SOWK 807 Issues in Social Work Pedagogy and Education Three Hours; 3 Credits**

This course examines the role and structure of social work education at the BSW, MSW and PhD. levels. The course will emphasize pedagogical issues in social work education, curriculum development, educational design, and instructional delivery. Emphasis will be placed on preparing students for effective and competent teaching and the transmission of knowledge and skills in academic and agency settings.

### **SOWK 808 Teaching or Research Practicum in Social Work Three Hours; 3 Credits**

This course allows students the opportunity to either teach a social work course at the BSW or MSW level under the supervision of a faculty mentor, or work with a professor on a research

project.

**SOWK 811 Elective or Independent Study Three Hours; 3 Credits**

This course can be used as an elective or independent study. Students are encouraged to select an elective or independent study that reinforces their dissertation topic.

**SOWK 899 Guided/Supervised Research Three Hours; 3 Credits**

This course prepares students for the major components of the dissertation research process. The course provides students with the opportunity to develop a draft research proposal that potentially could be used as a foundation for their dissertation work.

**SOWK 997 Dissertation Guidance Three Hours; 3 Credits**

This course is conducted informally with assistance provided by the student's dissertation chairperson/advisor and other committee members. Students register for this course to maintain enrollment until the final semester for their dissertation.

**SOWK 998 Dissertation Seminar Six Hours; 3 Credits**

Students register for this course in the semester in which they will defend their dissertation to receive a letter grade when the dissertation has been completed and approved by the dissertation committee and the Dean of the School of Graduate Studies. This course is taken only once.

**1. APPENDIX G:**  
**2. SOCIAL WORK FACULTY RESEARCH INTERESTS**

3. Dr. Sharlene Allen Milton—Dispersed social work; Work life balance for Women of Color; Leadership and Mental Health
4. Dr. Sandra Austin—Health Disparities among African Americans; Health Promotion; Collaboration with Faith Based Institutions; Culturally Competent Health Services
5. Dr. Kevin Daniels—Cultural Competence; Mental Health in the African-American Community; Families and Children; Obesity in the African-American Community
6. Dr. Linda Darrell—Cultural Competence; Mental Health in the African-American Community; Families and Children; Obesity and African Americans
7. Dr. Laura Daughtery—Child Welfare and Social Services; Health Disparities; Gerontology; African-American Families
8. Dr. Anthony Estreet—Evidence-based Substance Abuse and Mental Health Treatment with Youth; Substance Use Epidemiology; Clinical Assessment and Intervention Research with Youth and Families
9. Prof. Yvonne Greene—Health and Medical Social Work; Domestic Violence Prevention and Treatment
10. Dr. Georgia Jennings-Dorsey— Social Determinants of Health; Intersectionality; Black Men
11. Dr. Minli Liao—Urban Child Welfare; Children with Disabilities; Child Abuse and Neglect; Grandparenting; Quantitative and Qualitative Research Methods
12. Dr. Melissa Littlefield—Multiculturalism in Social Work Education; Cultural Competence with African-American Women; Human Services Computer Technologies; Health Technology
13. Dr. Denise McLane-Davison—Africana Womanist Epistemology; Health Disparities; Leadership; International and Africana Studies
14. Dr. Anna McPhatter—Child Welfare; Children, Youth, & Families (with a special focus on African American Families); Cultural Competence
15. Dr. Margaret Pittman—Quality Childcare; Child Welfare; Single Parent Families; Teaching and Learning with Technology; Older Adults and Use of Technology

16. Prof. Thelma Rich—Children and Families (with a special focus on African American Families); Child Welfare; Human Service Administration
17. Dr. Jerome Schiele—Social Work Theory (with a focus on Afrocentric Theory); Social Welfare History and Policy Analysis; Racial Oppression; Cultural Competence
18. Dr. Michael Sinclair— Urban Child Welfare; Returning Citizens
19. Dr. Cecelia Snowden—Quantitative Research Methods and Statistics; Computer Applications
20. Dr. Dawn Thurman—School Social Work; Child and Adolescent Psychopathology; Clinical Social Work; Black Families
21. Dr. Taqi Tirmazi—Psychological Functioning and Behavioral Health of Urban and Immigrant Youth
22. Prof. Maurice Vann—Criminal Justice and Returning Citizens; Program Development and Evaluation
23. Dr. Laurens Van Sluytman—Gender; HIV; Immigration; Public Health and Policy; Sex/Sexuality; Race
24. Dr. Rhonda Wells-Wilbon—Macro Practice; Domestic Violence; Sexual Assault; Africancentered Social Work; Cultural Competence; Social & Economic Justice
25. Dr. Dana Wilson—Leadership in Child Welfare Programs and Policy; Foster Care Alumni Empowerment; Women of Color in Social Work Leadership
26. Dr. Annette Woodroffe—Sponsored Research and Grantwriting; Research Contracts and Industrial Agreements; Research Ethics; Health & Disease Communication within Families

**APPENDIX H:**  
**STEPS TO COMPLETING THE DISSERTATION PROPOSAL**

Step 1. Completed Three Chapters of Proposal Chapter 1

- a. Introduction and Statement of Problem
- b. Rationale and Purpose of Study

Chapter 2

- c. Review of Literature
- d. Conceptual or Theoretical Framework

Chapter 3

- e. Methodology

2. References

Step 2. Submit to Committee Chairperson for Review

After Approval by the Committee Chair submit to committee for review

- a. Committee members discuss required changes with Committee Chairperson
- b. Student makes required changes

Step 3. Chairperson schedule the Dissertation Proposal Hearing

Inform the PhD Chair in writing of the time, date and location of hearing

- a. Student Prepare PowerPoint Presentation (30 minutes)
- b. Student/Chair Practice Presentation
- c. Prepare a PowerPoint Presentation of above sections
- d. Present for 30 minutes to committee
- e. Discussion by committee, vote on whether may proceed with data collection research process
- f. Inform student of committee's decision
- g. Chair complete the Dissertation Proposal Hearing Form

Step 4. Student prepares and submits IRB Proposal with Chair's and Committee approval

**APPENDIX I:**  
**MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK PHD**  
**DEPARTMENT DISSERTATION GUIDE**

- Chapter I: Introduction
- Statement of the Problem
  - Purpose and Rationale of the Study
- Chapter II: Review of the Literature
- Literature arranged by empirical articles on the major variables under consideration in the study
  - Theoretical or Conceptual Framework used in the study
- Chapter III: Methodology
- Research Design of the Study and organization of chapter
  - Subjects or Sample
    - Source of sample
    - Size of sample
  - Instrumentation: Describing Research Tools
  - Measurement Characteristics of Instrument
    - Reliability
    - Validity
  - Administration and Scoring of Measures
    - If design own instruments
  - Data Collection Procedures (When, where and how data collected)
  - Data Analysis
    - Statistical Tests used to address hypotheses and research questions
    - Nature of hypotheses, number of independent and dependent variables & level of measurement of each variable
- Chapter IV: Results
- Description of Sample
  - Research Questions or Hypotheses Findings by Subheadings
  - Findings by Research Question or Hypotheses One
  - Findings by Research Question or Hypotheses Two
  - Findings by Research Question or Hypotheses Three
- Chapter V: Summary and Discussion
- Overview of significant findings Consideration of findings in light of existing research studies
  - Implications of the study for current theory

- A careful examination of findings that fail to support or only partially support your hypotheses
- Limitations of the study that may affect the validity or generalizability of the results
- Recommendations for further research
- Implications of the study for social work practice and policy