GREETINGS

The faculty and staff at the University of Missouri School of Social Work would like to welcome you! Our PhD program stands apart from other doctoral training programs in social work and social welfare for several reasons. First, ours is the only PhD program in all of Missouri’s publicly funded institutions of higher education. Second, given our standing amongst the Association of American Universities, and in the spirit of our land grant mission as Missouri’s flagship institution of higher learning, our goal is to prepare social work scholars to competently engage in all stages of the social prevention-intervention development and research cycle to better the lives of people. Third, we work alongside each student to craft an individualized learning plan that promotes their interests and builds upon prior experiences as we teach them basic social scientific skills so they can (a) expertly identify social problems; (b) design, implement, and rigorously test social interventions to alleviate those problems; and (c) contribute our collective social science knowledge through effective analytical, writing, and teaching skills.

Our former graduates work in a range of policy, practice, and academic settings where they successfully apply these skills. Our current students regularly contribute to ongoing research to advance progressive social programs and policies and disseminate knowledge in journals, at conferences, and in trainings for social work professionals. Ultimately, it is expected that graduates with a PhD in Social Work from the University of Missouri will pursue scholarly careers in academic, research, or program/policy settings using basic and applied research skills we impart here in our program. It is also expected that the scholarly careers of our graduates will ultimately enhance the lives of individual people and the social systems with which they interact.

We are honored to have you here at the University of Missouri School of Social Work for your training. Please take some time to get involved at our school with our top-notch faculty and their current research interests. Key to a great experience in doctoral education is commitment to the path of becoming an expert and scholar in your area of interest. We are eager to assist you.

Sincerely,

The faculty and staff of the MU School of Social Work
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\(^1\)Students admitted to the School of Social Work’s Doctoral Program and/or beginning study as of the Fall Semester 2020 are subject to the regulations and requirements of this handbook, which is the official policy of the program and supersedes all previous published handbooks and policy statements.
I. PURPOSE OF THE HANDBOOK

This handbook has been designed to supplement the University of Missouri (MU) website with details about the School of Social Work’s PhD Program, including expectations, policies, and procedures. The faculty and staff of the School of Social Work provide education, leadership, mentoring, and guidance to assist students in obtaining the maximum possible benefit from graduate education. For additional advice and/or clarification of policies and procedures, students should consult with their assigned academic advisor, the PhD program chair, or program staff.

II. OVERVIEW OF THE SCHOOL OF SOCIAL WORK PROGRAMS

Our BSW and MSW programs are accredited by the Council of Social Work Education (CSWE), the national accrediting body for professional social work education. Our PhD program is the only social work doctoral program available at a Missouri public institution of higher education.

BSW Program

While sociology, psychology, and related degrees provide generalized preparation for a number of careers, a Bachelor of Social Work (BSW) degree provides you with specific, targeted courses that train you in treating the whole person within the context of his or her environment. BSW students receive training in advocacy, assessment, case management, community outreach, crisis intervention, intake/referral, interviewing, problem solving, research, and service planning.

MSW Program

The University of Missouri’s MSW Program prepares competent, effective, and ethical social work professional leaders for social change. The MSW program emphasizes a commitment to enhancing human well-being by alleviating social problems, embracing diversity, and promoting social and economic justice with systems of all sizes. This is accomplished through advanced clinical social work practice and policy planning and administrative social work practice.

PhD Program

The PhD program trains researchers and scholars in an array of skills to competently engage in each stage of the social science prevention-intervention continuum. Graduates from our PhD program are expected to work in academic or social policy/program settings and utilize these skills to improve the lives of people and their interactions with social systems.
III. THE PHD PROGRAM IN SOCIAL WORK

Mission Statement

To prepare social work scholars who can competently engage in each stage of the social prevention-intervention development and research cycle. Graduates of the MU SSW PhD program will be competent in the skills needed to:

- **Identify malleable predictors/correlates of prominent social problems**
  - **Skills**: the ability to competently engage in systematic literature reviews and meta-analyses, survey and needs assessments, epidemiological studies

- **Design, develop, implement, and rigorously test innovative social interventions that leverage malleable predictors/correlates that mitigate the development of prominent social problems**
  - **Skills**: quantitative and qualitative research methodology, analytical skills, and the capacity to integrate scientifically supported practices

- **Contribute to the knowledge base of the social work profession regarding scientifically supported practices to alter risk factors or promote buffers that improve outcomes.**
  - **Skills**: the ability to develop and teach courses in higher education, write research proposals to fund innovative research questions, write manuscripts that disseminate information contributing to the development of scientifically supported social work practice, and present research findings verbally.

Basic Components of the PhD Program

The PhD program is comprised of course work, qualifying and comprehensive examinations, dissertation research, and an integrated paper. The program is structured consecutively to prepare students to develop and conduct their research successfully.

**Course Work**

Courses are taught by social work faculty, as well as faculty from other divisions and specialties and are aimed at building a foundation for contributing to the development of our profession.

**Qualifying and Comprehensive Examinations**

The qualifying exam is a two-step process. The first step consists of a short exam (~50 multiple choice and short answer questions) at the end of your first year over the key concepts in the following core SW PhD courses: 9100 Knowledge Building, 9150 Statistics, 9300 Research Methods, and 9001 Topics on Qualitative Research. PhD students must obtain an 80% on the exam to move forward in the program, form their committee, and complete their plan of study. The second step of the exam consists of a fully developed first draft of the first three chapters (i.e., Ch 1—The Problem; Ch 2—Literature Review; Ch 3—Theory) of your dissertation. The draft is blindly scored according to the rubric in Appendix B of this handbook. PhD students must obtain an 80% on the exam to move toward the next step—the comprehensive exam.

After passing the two stages of the qualifying exam, students can schedule their comprehensive exam which consists of a revised draft of the first three chapters of your dissertation plus Ch 4—Method and a verbal defense of the proposed study in front of your selected committee.
Development of the dissertation is guided by an advisor and a dissertation committee composed of four or more faculty members; three must be SSW faculty and one must be a faculty member from another division of the University. Please see Appendix A for a guide to expectations for PhD students, chairs and committee members. The dissertation phase includes conducting the research, a written presentation of the research, and an oral dissertation defense.

Sample Program Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 &amp; Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>9100 Knowledge Building in Social Welfare and Social Development I 3 c.h.</td>
<td>Elective 3 c.h.</td>
<td>Elective 3 c.h.</td>
</tr>
<tr>
<td>9300 Research Methodology &amp; Design I 3 c.h.</td>
<td>9001 Topics: Qualitative Methods 3 c.h.</td>
<td>STATS Camp</td>
</tr>
<tr>
<td>9150 Statistics 3 c.h.</td>
<td>Advanced Statistics (ESCP 8850) 3 c.h.</td>
<td>9001 Topics: Social Measurement 3 c.h.</td>
</tr>
<tr>
<td>9650 Social Work Teaching Seminar 1 c.h.</td>
<td>9090 Teaching Practicum in SW 3 c.h.</td>
<td>9800 Research Application I 1 c.h.</td>
</tr>
</tbody>
</table>

IV. ADVISORS AND COMMITTEES

Selection of Advisor

The doctoral program director and program coordinator will advise all new students until they are assigned to a faculty advisor in the first year of their studies. Faculty advisors and students will be paired using several factors, including similar interests, workload, and availability. However, students may switch faculty advisors if, in the course of their studies, the student and faculty member both agree it is mutually beneficial to do so. There is no expectation that the first year advisor will remain the advisor throughout the first two years or become the dissertation chair. In the event that an advisor retires or leaves MU, he/she may continue to serve as a student’s advisor. If an advisor is unable or unwilling to continue to serve, the program director will assist the student to find a replacement.
Selection of Dissertation Committee

Please see Appendix A for a guide to expectations for PhD students, chairs, and committee members. The Doctoral Dissertation Committee must be recommended by the student’s advisor and approved by the doctoral program director and the Graduate School. This will follow successful completion of the qualifying exam.

The Doctoral Dissertation Committee shall be composed of a minimum of four members of the MU graduate faculty of which at least three members shall be from the School of Social Work (including the advisor) and one outside member from another MU program. Of the three School of Social Work members, at least two must be doctoral faculty, including the chair and one other graduate faculty member. Additional committee members with specialized expertise who do not meet the criteria for MU graduate faculty or doctoral faculty may serve on a doctoral committee as a fifth or sixth member at the request of the dissertation committee’s chair and with special permission of the Dean of the Graduate School and Vice Provost for Graduate Studies.

All members of the dissertation committee must be intimately involved and will actively participate in the activities of the doctoral student’s dissertation preparation and defense. Dissertation committee members may call for a meeting of the full committee at any time to discuss the student’s progress.

V. PHD PROGRAM REQUIREMENTS

Progression through the Doctoral Program

The PhD program is designed so that students making academic progress can complete the program in three academic years. Many students take an additional year to complete the program due to the complexity of their dissertation. Students have a total of ten years to finish the PhD program per Graduate School policy. Each student will meet with the doctoral program committee annually in the spring to give an update of their progress and their plan for moving forward.

When first admitted to the SSW program, students have a standing of “graduate student taking doctoral classes.” The student must pass the qualifying examinations to fully engage in the doctoral degree program. Following successful completion of the qualifying examinations, students become “qualified doctoral students” and are permitted to name a dissertation committee chair. With their chair, they select a doctoral committee. The student will then complete and submit the D1 form. The student’s committee and the student will then develop a plan of study and complete the D2 form.

The following provides detailed descriptions of the elements of the doctoral program.

Qualifying Examination

The Qualifying Exam (QE) is a 2-part process that includes 1) an exam and then 2) a paper.

First: QE Exam

At the end of the student’s second semester, PhD students will take an online exam through Canvas at a specified time and place. The exam will be a quantitative, multiple choice, and short
answer test covering the course objectives for: 9150 Statistics, 9300 Research methods, and 9100 Qualitative methods.

Students must earn a minimum of an 80% on the exam to proceed in the program as scheduled. Students who do not earn an 80% or above may re-take the exam at the end of the summer, just prior to their third semester. Students who earn an 80% or above on the re-take can proceed with the program as planned. Students who do not earn at least an 80% on the re-take exam will be dismissed from the program.

**Second: QE Paper**

The paper is due on the Friday before finals week at the end of the student’s fourth semester and will serve as a draft of the student’s first three dissertation proposal chapters (i.e., 1. Problem statement; 2. Literature review; 3. Theory of change; see section B for the rubric). Students will use Research Application I and Research Application II to design and conduct a literature review which will form the basis of their qualifying exam paper. The paper will be graded by 2 members of the Doctoral Program Committee within two weeks of their due date. The committee will use a common rubric to grade the paper (see section B for the rubric).

Students must earn an 80% or above on the paper to proceed in the program as scheduled. Students who do not earn an 80% or above on the paper will receive a revise & resubmit (R&R) and resubmit their revised paper by the end of the summer. Students who earn an 80% or above on the R&R can proceed with the program as planned.

Students who do not earn at least an 80% on the R&R will be dismissed from the program according to our policy.

Extensions for the paper portion only (i.e., extensions are not granted for the exam) will be given if the student demonstrates a justified need, which will be determined at the discretion of their committee chair and the PhD Program Director. To request an extension, a student must submit a letter detailing their need for an extension to their committee chair and the PhD Program Director a minimum of 30 days prior to the end of the their fourth semester. Paper extensions will only be granted for the first submission (i.e., R&R papers are not eligible for extensions), will not exceed 8 weeks, and will only be granted once.

**Degree Program Forms**

Upon successful completion of the qualifying exam, students are to submit degree program forms that aid the department and the Graduate School in tracking the student’s progress toward degree completion. All forms are located on the SSW PhD Program website and should be submitted to the PhD program director for approval and signature before being submitted to the PhD program coordinator for filing.

- **D-1 Form** – Verifies the qualifying process and confirms the student’s advisor and doctoral committee. This form is filled out following successful passage of the first portion of the qualifying exam and given to the program director. It will be submitted to the
Graduate School following the successful passage of the second portion of the qualifying exam.

- **D-2 Form** – Presents the course work to be included in the student’s program of study. This form must be submitted to the Graduate School by the end of the student’s fourth semester of enrollment following their Spring Review. The D-2 form should be accompanied by the Plan of Study Worksheet, which specifies the course of study.

- **D-3 Form** – Records the official results of the doctoral comprehensive examination, which consists of the student’s oral dissertation proposal defense. This form must be filed with the Graduate School within 30 days of successful defense of the dissertation proposal.

- **D-4 Form** – Reports the official results of the doctoral dissertation defense. This form must be filed with the Graduate School within 30 days of completing the dissertation defense.

**Full-Time Enrollment Status**

Enrollment in nine hours in the fall and spring and four hours in the summer is considered full-time enrollment for doctoral students. Without special permission of the Associate Vice Provost for Graduate Studies, the maximum number of credit hours a student may take is 16 each semester or nine (9) for the summer session.

**Residency Requirement**

A doctoral student must complete at least two 10-hour semesters or three 6-hour semesters in an 18-month period at MU. All courses taken to satisfy the residency requirement must be approved by the student’s doctoral program committee.

**Credit-Hour Requirement**

MU requires a minimum of 72 semester hours beyond the baccalaureate degree for the PhD. The student’s doctoral dissertation committee must approve all course work used to satisfy the credit-hour requirement and may require additional course work beyond these minimums.

**Plan of Study**

The doctoral program committee provides departmental approval of the student’s plan of study. The plan lists the courses and credits to be earned, which will, when completed

- Prepare the student for research or scholarly investigation in the chosen field of study.
- Satisfy the credit-hour and residency requirement of the department.
- Satisfy any special requirements (proficiency in foreign languages, collateral field, doctoral minor, other special research skills) imposed by the department or area program.
- Satisfy the Graduate School’s requirement for a minimum of 15 hours of course work at the 8000 level (exclusive of research, problems, and independent study experiences).

The committee also recommends to the Associate Dean of the Graduate School, as part of the plan of study, any request for transfer of graduate credit.
Students must substantially complete the course work outlined in their plan of study to the satisfaction of their dissertation committee, the doctoral program committee, and the Graduate School before being declared ready for the comprehensive examination.

**Reasonable Rate of Progress**

Reasonable rate of progress is governed by both the campus-wide policies of the Graduate School and departmental policies. SSW policies regarding dismissal align with the Graduate School in that, students who fail to meet adequate academic progress toward degree completion are placed on a 30 day probationary period prior to dismissal. Dismissals due to a failure to satisfy the Graduate School rate of progress policies are handled by the Request for Extension process; the decision of the Associate Dean of the Graduate School in these matters is binding. Dismissals arising from violation of departmental policies may be appealed using the Appeals Process outlined below. Students should refer to the section on Dismissal Policy, Extension Requests, and Appeals Process for Graduate Students for additional details.

There are two Graduate School policies in effect for reasonable rate of progress for doctoral students.

1. Effective fall semester 2000, a PhD student must successfully complete the comprehensive examination within a period of five years beginning with the first semester of enrollment as a PhD student. Individual departments or area programs may stipulate a shorter period. For an extension of this time, the student must petition the Graduate School by submitting a request to the advisor who, in turn, submits a written recommendation to the Graduate School, endorsed by the department or area program director of graduate studies.

2. In addition, the dissertation must be completed within five years of passing the comprehensive examination. On petition of the candidate and the candidate’s department, an extension of time may be granted by the Graduate School. Departments specifically reserve the right to re-certify currency in the discipline. All requests for extensions should be endorsed by the departmental director of graduate studies and accompanied by a description of the process whereby currency in the discipline is certified, if required by the department.

**Annual Progress Review**

Students yet to pass the dissertation proposal are required to meet with the doctoral program committee each spring to report their progress in the program and their plan for moving forward in the coming year. Students must complete an Individual Development Plan (See Appendix C or the MU Graduate School website) prior to the meeting and the D2 form will be reviewed and approved for students in their fourth semester at the spring review.

**VI. COURSE REQUIREMENTS**

**Curriculum Overview**

The PhD curriculum consists of a minimum of 55 post-MSW semester credit hours divided among three distinct but highly interrelated elements designed to complement one another in assisting students to achieve the competencies expected of a graduate of this program. A core of social work courses provides the foundation in the traditions and knowledge in the profession and exposure to current/emerging research and practice techniques for the 21st century. Electives from the broad
spectrum of social and behavioral sciences available through MU departments provide students with the opportunity to design an individualized program of study that capitalizes on their unique interests and talents.

**Social Work Courses**

The School of Social Work offers five 3-credit-hour foundation/core program courses and two credit hours of teaching seminar. These cover theory and research methods and are the foundation for building more specialized knowledge. Four of the core courses must be successfully completed before the student will be eligible to take the qualifying examination and, if successful, form a dissertation committee. Other curriculum components include one or more research experiences, a dissertation seminar, and dissertation hours.

Other elective opportunities may be offered, including independent study or additional research experience with a faculty mentor.

- SW 9100: Knowledge Building in Social Welfare and Social Development I (3)
- SW 9300: Research Methodology and Design (3)
- SW 9150: Statistics for the Social and Behavioral Sciences (3)
- SW 9650: Social Work Teaching Seminar (1)
- SW 9090: Teaching Practicum in Social Work (3)
- SW 9350: Advanced Quantitative and Qualitative Methods in Social Research (3)
- SW 9001: Topics: Qualitative Methods (3)
- SW 9001: Topics: Social Measurement (3)

**Other Social Work Courses**

**SW 9800: Research Application I (1—required)**

This course is designed to provide doctoral students with guidance and supervision from a SW PhD faculty in the development of the first three chapters of their dissertation. For this course—and in consultation with their chair whom the student will take the course with—students shall draft an outline of the first three chapters of the dissertation that will follow the format of the rubric in Appendix B of this handbook. Briefly, the outline will provide details of:

1. Chapter 1—The Problem Statement
2. Chapter 2—The Literature Review
3. Chapter 3—Theory of Change
Typically, students will begin this course upon successful completion of the first half of the QE.

**SW 9890: Dissertation Seminar (3—required)**

The dissertation seminar is a continuation of SW 9800: Research Application I in that students will take the outline developed in that course and write a fully developed paper that will consist of the first three chapters of their dissertation and serve as the second portion of the Qualifying Exam (see Appendix B). Students shall take this course with their selected chair. The final paper is due at the close of the semester and will randomly be graded by two PhD faculty using the rubric in Appendix B.

**SW 9900: Dissertation (12—required)**

This is a formal course to assist the student in demonstrating competence to engage in meaningful individual research, supervised by the dissertation chair and overseen by the committee, that contributes to the body of social work knowledge.

**Elective Courses (12—required)**

Following successful completion of the Qualifying Exam, the student will develop a plan of study with their dissertation committee chairperson, which will then be approved by their dissertation committee. The plan will be composed of a minimum of four (4) elective courses from social and behavioral sciences. Elective courses taken before the Qualifying Exam should be approved by the advisor or the director of doctoral studies. The individualized plan of study may concentrate in one discipline or field or may be an interdisciplinary support area depending on the student’s area of specialization and research emphasis.

**Advanced Statistics (9—required)**

A minimum of nine hours of statistics courses are required, six of which must be advanced stats taken outside the School of Social Work. Students are encouraged to take these statistics courses in their first three semesters of full-time study.

**SW 9850: Research Application II (1—optional)**

Students can take Research Application II as an optional elective to gain field experience in research and/or program evaluation alongside a faculty mentor. The choice of the topic, course instructor, and course product for grade (e.g., publishable paper or presentation) will be based on the student’s research interest. An overarching goal of Research Application II is to strengthen student ability to plan and execute a study that could fall along the lines of the social intervention-prevention continuum. Students taking Research Application II are developing an independent study as an elective with a faculty member and must submit an outline of a learning plan by the end of the first week of the semester when the course is to start to the Doctoral Program Director. Students should craft the plan and get supervising faculty approval. At a bare minimum, the plan should consist of the following:
1. **Goal(s).** Overall purpose of the course (e.g., what students will spend time doing AND what these actions will help students achieve/learn). The goal should be practical and achievable within the time frame.

2. **Objective(s).** A list of more specific statements that operationalize or describe the actions students will take in the pursuit of the selected goal. Objectives should be written using language that is (a) observable, (b) quantifiable or measurable, and (c) time bound. (e.g., I will develop a list of search terms before Sept. 30th).

3. **Outcome(s).** A list of tangible items or products that will result from the student’s work (e.g., a paper submitted or in process for publication by the close of the semester, or a presentation to be submitted at a national, state, or local conference, etc.).

4. **Appendices.** If relevant, please have the student list the following:
   - Resources needed (i.e., a data set to be used, training, etc.)
   - Faculty Support (i.e., total number of meetings between faculty and student)
   - Any other details (e.g., bibliography, etc.).

5. **Signatures.** Signed by student and supervising faculty.

**Teaching Experiences & Opportunities**

PhD students will be provided with mentored and structured opportunities to teach in the SSW so long as:

1. Students have successfully taken and passed the 9650 Social Work Teaching Pedagogy course.
2. Students have successfully completed a co-teaching practicum in a 3 hour course offered in the SSW at the BSW or MSW levels under the supervision and mentorship of an experienced instructor/professor. The co-teaching practicum includes experience:
   - Assisting with preparing a syllabi and related assignments and readings;
   - Preparing and delivering at a minimum four full lectures during the course;
   - Assisting with grading of assignments, posting grades, and facilitating student communication and other course demands as needed.

Once students successfully complete steps 1 and 2 above, they may teach in the SSW with adjunct status under structured and supervised conditions. Specifically,

   d. For PhD students wishing to teach an MSW course, SSW professors shall be the instructor of record and shall supervise PhD students as well as post all grades;
   e. For PhD students wishing to teach a BSW course, PhD students may be the instructor of record and manage all aspects of the course. Students can request supervision and guidance as needed.

**Grades**

Graduate students’ grades in all courses counting toward an advanced degree are reported as A (4.0; outstanding), B (3.0; entirely satisfactory), or C (2.0; acceptable only to a limited extent in fulfilling the requirements for an advanced degree). No D grade may be awarded a graduate student, and a grade of F (0.0) means the work has not satisfied the minimum requirements of the course. W denotes withdrawn passing and does not affect a student’s grade point average.
An incomplete grade (I) may be recorded when the student’s work is incomplete but otherwise worthy of credit, or when the instructor is unable to assign a grade at the end of the semester. The student must finish this work (Problems and Research courses exempted) within the next calendar year of residence. If the work is not completed after one calendar year, the request to change an “I” grade will require an accompanying letter of justification from the instructor. Although grades of “I” do not automatically convert to an “F” if not completed, departments or the instructor may establish conditions or regulations pertaining to “I” grades that are more stringent.

When grades are not reported by the instructor, these “Blank Grades” will be recorded as “NR” (Not Recorded). The NR designation will remain on the student’s transcript until a letter grade is submitted. If a letter grade is not submitted, the NR can remain on the student’s record indefinitely and will not revert to an “F”.

**Graduate Credit**

No graduate credit is given for courses numbered below 7000. Graduate students taking 7000-level courses should expect to be given additional course requirements in order to warrant graduate credit received for those courses. Courses at the 8000/9000 level are primarily for graduate students.

**Grade Point Average**

A graduate student’s grade point average is based on the student’s entire graduate record at MU. To remain in good standing, a graduate student must maintain a cumulative GPA of 3.0 or better.

At the end of each semester, graduate students with a cumulative GPA below 3.0 are placed on probation. If at the end of the following semester, the cumulative GPA is 3.0 or better, the probationary status is removed. A student on probation failing to raise the cumulative GPA to 3.0 may, on the recommendation of the department or area program, be allowed a second probationary semester. A student is subject to dismissal upon failure to raise the cumulative GPA to 3.0 by the end of the second probationary semester, or at any time a semester/term or cumulative GPA falls below 2.0. Note: Summer session is not counted as a semester. To graduate, a student must have an overall GPA of 3.0 in all graduate courses taken at MU and not just those courses listed on a program of study.
Typical Plan of Study Table: Student with an MSW Degree

<table>
<thead>
<tr>
<th><strong>FIRST YEAR</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 9100 Knowledge Building</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9300 Research Methods and Design I</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9150 Statistics Course</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9650 Teaching Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>1st Year Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9001 Topics: Qualitative Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>Advanced Statistics Course (Regression is suggested)</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9090 Research in Social Work</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>1st Year Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>1st YEAR TOTAL</strong></td>
<td>23 hours</td>
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</table>

<table>
<thead>
<tr>
<th><strong>SECOND YEAR</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd Year Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 9800 Research Application I</td>
<td>1 hour</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Advanced Statistics Course (HLM or SEM is suggested)</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9001 Topics: Social Measurement</td>
<td>3 hours</td>
</tr>
<tr>
<td>Qualifying Examination (at the end of the semester)</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 9890 Dissertation Seminar</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9350 Research Methods and Design II</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective Course (HLM or SEM is suggested)</td>
<td>3 hours</td>
</tr>
<tr>
<td>SW 9850 Research Application II</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>2nd Year Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td><strong>2nd YEAR TOTAL</strong></td>
<td>20 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THIRD YEAR And On</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 9900 Dissertation total number of continuous hours in program</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td>55 hours</td>
</tr>
</tbody>
</table>
## Typical Plan of Study Table: Part-Time Student with an MSW Degree

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1st Year Fall Semester</strong></td>
<td><strong>SW 9100 Knowledge Building</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9300 Research Methods and Design I</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9650 Teaching Seminar</strong> 1 hour</td>
</tr>
<tr>
<td></td>
<td>(Must transfer in stats course) 3 hours</td>
</tr>
<tr>
<td><strong>1st Year Spring Semester</strong></td>
<td><strong>Qualitative Methods</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Statistics course (Regression is suggested)</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9090 Research in Social Work</strong> 1 hour</td>
</tr>
<tr>
<td><strong>1st Year Summer Semester</strong></td>
<td><strong>Elective Course</strong> 3 hours</td>
</tr>
<tr>
<td><strong>1st YEAR TOTAL</strong></td>
<td><strong>20 hours</strong></td>
</tr>
<tr>
<td><strong>SECOND YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year Fall Semester</strong></td>
<td><strong>Advanced Statistics Course (HLM or SEM suggested)</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9800 Research Application I</strong> 1 hour</td>
</tr>
<tr>
<td></td>
<td><strong>Social Measurement</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifying Examination at the end of the semester</strong> 0 hours</td>
</tr>
<tr>
<td><strong>2nd Year Spring Semester</strong></td>
<td><strong>Elective</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9350 Research Methods and Design II</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>SW 9850 Research Application II</strong> 1 hour</td>
</tr>
<tr>
<td><strong>2nd YEAR TOTAL</strong></td>
<td><strong>14 hours</strong></td>
</tr>
<tr>
<td><strong>THIRD YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Year Fall Semester</strong></td>
<td><strong>SW 9890 Dissertation Seminar</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Course (HLM or SEM suggested)</strong> 3 hours</td>
</tr>
<tr>
<td><strong>3rd Year Spring Semester</strong></td>
<td><strong>Elective Course</strong> 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Comprehensive Examination</strong> 0 hours</td>
</tr>
<tr>
<td><strong>3rd Year Summer Semester &amp; Remaining Semesters as Necessary</strong></td>
<td><strong>SW 9900 Dissertation total number of continuous hours in program</strong> 12 hours</td>
</tr>
<tr>
<td><strong>3rd YEAR (and beyond) TOTAL</strong></td>
<td><strong>21 hours</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td><strong>55 hours</strong></td>
</tr>
</tbody>
</table>
VII. THE COMPREHENSIVE EXAMINATION (AKA—Dissertation Proposal)

Comprehensive Examination Process

Upon completion of required coursework as outlined in the doctoral study plan (D2 form), students are required to complete a comprehensive examination. This process consists of two parts: a written dissertation proposal and an oral presentation and discussion of the proposal. The purpose of the comprehensive examination process is to assure that students have the required knowledge and skill to complete their doctoral dissertation.

Upon successful completion of the comprehensive examination, the chair and committee members will sign the D3 form. The student’s chairperson will forward the completed D3 to the doctoral program director for signature and forwarding to the Graduate School.

Written

The written portion of the exam involves approval of the dissertation proposal. The proposal should be a revised version of the first three dissertation chapters submitted as the second portion of the students qualifying exam—plus a method chapter. The format for the paper should follow: Chapter One: Problem Statement; Chapter Two: Literature Review; Chapter Three: Theory; Chapter four: Method. For the timeline and submission requirements, please review the Expectations of students, chairs and committee members in Appendix A of this handbook.

Oral

The oral exam involves a verbal presentation of the proposal to the student’s doctoral committee.

Doctoral Candidacy and Continuous Enrollment

Candidacy for a doctoral degree is established by passing the comprehensive examination. Status as a continuous enrollment doctoral student begins the term after the comprehensive exam is successfully completed. Candidacy is maintained by enrolling in SW 9900 Dissertation for two semester hours each fall and spring semester and one semester hour each summer session up to and including the term in which the dissertation is defended. Continuous enrollment provides access to an advisor’s support, doctoral program committee guidance, and University research facilities for completion of the dissertation. Failure to continuously enroll in SW 9900 Dissertation until the doctoral degree is awarded terminates candidacy.

Candidacy may be reestablished by paying the registration and late fees owed and completing the requirements specified by the student’s doctoral program committee. Registration fees owed may not exceed the amount owed for seven terms, regardless of the number of terms beyond seven for which the student failed to continuously enroll. The committee’s requirements may include a second comprehensive examination or evidence of currency in the research field as suggested by publications in refereed journals. Candidacy is reestablished when the student’s advisor and the departmental, area program, or divisional director of graduate studies submits a written request to the Graduate School explaining the basis for the decision. Once approved, a Request to Re-enroll form must be completed by the student and sent to the department/program for processing.
VIII. THE DISSERTATION

Dissertation Committee
The purpose of the Dissertation Committee is to provide scientific/expert oversight in the development of the doctoral student’s dissertation and to provide mentorship to the student in the process of completing the dissertation.

Dissertation
The dissertation must be written on a subject approved by the candidate’s dissertation committee, must embody the results of original and significant investigation, and must be the candidate’s own work. Every candidate should obtain “Guidelines for Preparing Theses and Dissertations” from the Graduate School. The School of Social Work requires that all dissertations follow the APA style and reference format.

Dissertation Defense
All dissertation defenses shall be open to the MU general faculty. The School of Social Work will announce dissertation defense dates to the entire faculty. The candidate must be enrolled and the defense may only take place when MU is officially in session.

For the dissertation to be successfully defended, the student's doctoral committee must vote to pass the student on the defense with no more than one dissenting or abstaining vote. The student’s committee chair will then submit a report of the examination, carrying the signatures of all members of the committee, to the Graduate School before the deadline preceding the anticipated date of graduation.

The final copy of the dissertation must be submitted to the Graduate School in electronic format according to the “Guidelines for Preparing Theses and Dissertations.”

Research-Related Topics

Research
Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. This definition is sufficiently broad to include social science interviews and surveys, evaluations of non-research activities, ethnographic research, and oral histories. The University is bound by its assurance agreement with the U.S. Department of Health and Human Services (DHHS) to apply the Federal Regulations governing human experimentation to all research regardless of the funding source.

Protection of Human Subjects
All faculty, staff, and students who conduct research involving human subjects must have their research reviewed and approved, or reviewed and granted exemption, by the appropriate Institutional Review Board. In order to initiate this review process, an investigator must complete and submit the Campus IRB Application Form 99-1 to the appropriate IRB for proper review. Once submitted, the IRB will review the project’s use of human subjects. The Campus Institutional Review Board reviews all research involving human subjects outside the Health Sciences Center.
IRB Training

IRB training is required of all faculty and students who conduct research with human subjects. All doctoral students are required to participate in this training, which can be done online. More information regarding the process and is available at https://research.missouri.edu/irb/index.

School of Social Work Authorship Guidance

When deciding on authorship of a paper, the following should be taken into consideration:

- All authors must have had a significant role in the design OR analysis and interpretation of the data and findings, AND
- At minimum, have read the entire manuscript, provided editorial comment, and be willing to be held publicly accountable for the intellectual content. Actual performance of data collection, recruitment of subjects, management of the study, and so on do not constitute sufficient intellectual ownership of the work to justify qualification as an author.
- The decision regarding authorship should be made by the “responsible author.” The responsible author is the lead on the study, generally writes the first draft and incorporates all editing and revisions, and is generally the first author.
- Authorship order should also be decided by the responsible author, who should attempt to base the order on the intellectual and writing contributions of each co-author. It is recommended that a discussion occur before the writing begins on this issue and that all parties clearly understand their expected role in the publication. There may be an occasion when someone does not fulfill their role or they request to be removed from the project, so continued conversations are often necessary.

It is critical that all authors agree to the submission of any scholarship related to the publication, including poster presentations, conference papers, etc. The responsible author should take the lead in assuring this occurs.

IX. SPECIAL ADVISEMENT

Purpose

Special advisement procedures are designated to provide extended advisory resources in the interest of enhancing the student’s learning opportunities and/or changing a student’s program.

Special advisement is not related to administrative decisions about a student’s status. Special advisement is one of several possible resources available to advisor and student to supplement or reinforce the regular services of the advisor. Advisor and student should consider special advisement along with other available advisory supplements such as an annual progress review.

Initiation

Special advisement is normally initiated by the faculty advisor; however, a student or other faculty member may also initiate it by submitting a written request to the advisor explaining why special advisement may be desirable. Special advisement procedures may be initiated whenever there are special academic interests and/or difficulties believed to require advisory services other than that available from the advisor.
Composition of Special Advisement Committees

A Special Advisement Committee will include:

- The student’s advisor, who will serve as chair. This person is responsible for completing a written report of the discussion and suggestions made and sharing the recommendations with the student.
- Faculty member(s) concerned with the special interests and/or difficulties.
- At the option of the student, an additional faculty member of the student’s choice.

Procedures for Special Advisement

- The faculty advisor will arrange a meeting of the committee as soon as possible after the need arises or the request is made.
- The student will be provided an opportunity to meet with the committee and participate in discussion, when appropriate.
- The advisor will be responsible for assessing the suggestions and collaborating with the student and others on follow-up actions.

X. DISMISSAL AND APPEALS PROCESS

Student Dismissal Policy

The MU SSW Doctoral Program admits students with the expectation that they will engage in continuous educational activities that create consistent progress toward the completion of the dissertation and receipt of the doctoral degree.

The MU SSW Doctoral Program uses the Graduate School’s electronic procedures for Annual Review of Graduate Student Progress [link](http://gradschool.missouri.edu/current-students/academic-standing) both for student recording of progress toward the degree and for faculty and administrative tracking of student progress.

Students are expected to maintain continuous registration in the University while pursuing the doctoral degree unless they have been granted a formal “Leave of Absence” [see below] from the MU SSW Doctoral Program and the Graduate School.

Students may be dismissed from the program for the following reasons:

- Failure to maintain a minimum GPA of 3.0 and failure to return the GPA to 3.0 during the probationary student status period [see below]
- Failure to pass the Qualifying Examination
- Failure to make satisfactory continuous progress toward the doctoral degree as determined by the Annual Review of Graduate Student Progress
- Failure to maintain continuous registration in the University [unless granted a formal Leave of Absence]
- Failure to renew registration in the University upon expiration of a Leave of Absence unless that leave has been officially extended
• Failure to meet the specific conditions of a formal Leave of Absence or of the Probationary Period as determined by the Doctoral Program Committee and conveyed by the Director of the Doctoral Program

• Failure to maintain ongoing satisfactory progress in the program and/or failure to produce academic products deemed intellectually satisfactory by the Doctoral Program advisor and/or Program Committee and/or Program Director

• Substantive issues related to actions that represent clear violations of the Code of Ethics of the Social Work Profession as determined by the Doctoral Program Committee in consultation with an external professional social work consultant

Probation and Dismissal Process

When there is a question as to whether or not satisfactory progress is being made, the doctoral program director and/or faculty advisor will write to the student and recommend a face-to-face meeting between the student and the faculty advisor. The Graduate School will be informed of the student’s lack of satisfactory progress. If there is disagreement, the faculty advisor will ask the student to submit a separate letter to the director of graduate studies. Copies of both letters will be made available to the student, maintained in a department/program file, and forwarded to the Graduate School.

If difficulties persist and the faculty advisor and director of graduate studies agree that probation is appropriate, the student will be notified in writing of the probationary period, which may vary among departments/programs from 30 days to a full semester. The probation letter will state explicitly that the student is on department/program probation and state precisely what must be accomplished and by what date in order for the student to return to good standing in the department/program and be removed from probation.

The decision to dismiss a student from the Doctoral Program shall be made by the Doctoral Program Committee upon the written Recommendation to Dismiss made by the student’s dissertation chair (or the academic advisor in the event that a chair has not been chosen by the student).

The written Recommendation to Dismiss shall contain the necessary information related to the rationale for the request based upon the Causes for Dismissal contained in this policy statement and shall be addressed to the Director of the Doctoral Program. The written Recommendation to Dismiss shall also document corrective action plan developed by the student and indicate which parts of the plan were not fulfilled.

Upon receipt of the written Recommendation to Dismiss, the Director of the Doctoral Program shall distribute the letter to all members of the Doctoral Program Committee. Committee members shall indicate which of the following steps are to be completed as part of the decision-making procedure regarding the dismissal:

• Agree via electronic discussion to approve the dismissal

• Agree to meet in person to discuss and decide action on the Recommendation to Dismiss
• Agree via electronic discussion to reject the Recommendation to Dismiss; this step may only be taken if there is evidence that the policy and procedures required to dismiss a student have not been followed correctly.

Upon receiving feedback from the Doctoral Program Committee regarding the written Recommendation to Dismiss, the Director of the Doctoral Program shall notify the student and the student's academic advisor/dissertation chair of the decision of the Doctoral Program Committee via a letter transmitted electronically and in hard copy. A copy of the department/program’s letter will be sent to the Associate Dean for Graduate Studies at the same time it is sent to the student.

If the decision was to approve the recommendation, the letter shall inform the student and the chair of the official date of dismissal and of the availability of the Dismissal Appeals process through the Graduate Senate. If the decision was to reject the recommendation, the letter shall inform the student and the chair of the need to negotiate a new corrective action plan. Any advisory comments the Doctoral Program Committee conveys to the Director of the Doctoral Program shall be included in this new corrective plan.

The Director of the Doctoral Program shall also take all administrative actions needed to finalize the dismissal from the Doctoral Program, should that be the decision of the Doctoral Program.

School of Social Work Appeals Procedure

Initial Procedures

If the student decides to appeal the department/program dismissal, the appeal process will take effect. As long as a student is in an appeal process, the student should maintain enrollment and continue working on degree program requirements. Students must complete the department/program appeal process prior to considering an appeal to the Graduate Faculty Senate. If the student does not appeal the department/program’s dismissal, the Graduate School will send the student an official notice of dismissal from the program.

The student must notify the Doctoral Program Director of their intent to appeal a dismissal within two weeks of receiving notice of their dismissal. The letter of appeal should be typed and submitted to the Doctoral Program Director by personal delivery, regular or overnight mail, or as a Word document attached to an e-mail. Appeals will not be accepted by e-mail (except as described in the previous sentence) or telephone. This request must provide evidence for why the dismissal should be overturned. Within two (2) weeks following receipt of the student’s intent to appeal, the Doctoral Program Director will communicate to the student how the program-level appeals process will be conducted.

The Doctoral Program Director will forward the request and any supporting materials to the student’s academic advisor/dissertation chair. An Appeals Review Committee will be convened and must include three doctoral faculty and the student’s advisor/chair or, in his/her absence, the Doctoral Program Director. Only university email accounts will be used to electronically distribute information regarding the Appeals Review Committee. Within two (2) weeks of receipt of the notification of appeal, the Appeals Review Committee will set a date and time for an appeal hearing. The Appeals Review Committee will meet as soon as is practical.
Notification of the appeals process and meeting date will be delivered to the student by email with a delivery receipt and will include the date, time, and location of the review. The student’s response to said email is considered knowledge of the appeal hearing date, time, and place. If the student does not respond to the email within 48 hours of delivery, the hearing information will be sent to the student’s home address (as noted in MyZou) by registered mail, specifying receipt requested. The notification will also be sent to the Director of the School.

The student is expected to attend the appeal hearing in person. Non-attendance at the appeal hearing by the student will result in the dismissal being upheld. At the appeal hearing, the student will have the right to present data that challenges the allegations brought forward in the dismissal. The student will be able to address the concerns of anyone who participates in the proceedings. He/she also may invite a faculty member to address the Committee on his/her behalf or present a written statement from the faculty member.

**Hearing Procedures**

1. Call to order
2. Roll call of participants
3. The Chair shall make the procedures for the meeting available to all participants
4. Disposition of procedural questions, if any
5. Verification of presence of Committee members
6. Verification of hearing notification to the student
7. Verification of presence of student’s academic advisor, or the PhD Program Director in his/her absence
8. Verification of presence of student’s invitee (if student has invited a faculty member to address Committee on his/her behalf) or receipt of their written submission
9. Hearing statement of the circumstances of dismissal
10. Statement by the student (if desired)
11. Presentation of School’s evidence
12. Additional statement by the student (if desired)
13. Presentation of student evidence
14. Statements of invitee speaking on student’s behalf

**Procedures Following the Hearing**

Following the hearing, the Committee will meet to review the facts and make a decision. This meeting will occur directly following the meeting with the student, if no additional information is needed for the decision. If additional time is needed, the Committee will meet as soon as possible to render a decision. The decision of the Appeals Committee requires a majority vote and is final and not subject to further review.

Minutes of the dismissal Appeal Review proceedings will be taken by the appointed secretary. Within five working days from the date of the hearing, corrections to the minutes will be made by the advisor, or the Doctoral Program Director in her/his absence, and the student will be provided...
with a copy of the minutes by email. The student will have 48 hours following the distribution of minutes to note any disagreement s/he has with the contents of the minutes.

The Chair will notify the student and the doctoral program director in writing of the Committee’s decision within two (2) weeks following the hearing. Notification will be delivered to the student by email with a delivery receipt. The student’s response to said email is considered knowledge of the committee decision. If the student does not respond to the email with 48 hours of delivery, the decision will be sent to the student’s home address (as noted in MyZou) by registered mail, specifying receipt requested.

The Chair will submit the minutes and the Committee’s decision to the Director within two (2) weeks following the hearing. The Chair will submit the Committee’s decision to the Graduate School within two (2) weeks following the hearing.

An appeal will be granted if the student demonstrates to the satisfaction of the Dismissal Appeals Committee that it is more likely than not that his or her unsatisfactory academic performance is the result of extraordinary and non-reoccurring circumstances and is not representative of the student’s academic ability. If an appeal is granted, the student will be reinstated in the program and placed on academic probation. A letter will be sent to the student, reinstating the student into the Doctoral Program and describing the conditions that need to be met. If these conditions are not met, the student will be dismissed from the program.

If the appeal is denied, the effective date of the student’s dismissal is the date identified in the original letter informing the student that he or she was dismissed from the Doctoral Program. The student will remain dismissed and can only appeal to the Graduate Faculty Senate if he/she believes that, in the course of dismissing the student, the program did not follow proper procedure according to the Graduate School’s published rules and regulations. These rules and regulations, as designed by the Graduate Faculty Senate, are available at: http://gradstudies.missouri.edu/academics/progress/requests-for-extensions-appeals.php

**Graduate Faculty Senate Appeals Process**

Dismissal from the Doctoral Program may be appealed to the Graduate Faculty Senate (Detailed procedures are located on the Graduate Schools’ website).

A student may appeal a department/program dismissal to the Graduate Faculty Senate only after completing the department/program’s appeal process. If a student’s appeal to the department/program does not result in permission to continue in the graduate degree program, the student will have 15 days to send written notification to the Associate Vice Chancellor for Graduate Studies of intent to appeal. Based upon the date the written notification of the intent to appeal reaches the office of the Associate Vice Chancellor for Graduate Studies, the student has 15 additional working days in which to submit a written appeal.

Upon receipt of a written appeal, the Associate Vice Chancellor for Graduate Studies will notify the President of the Graduate Faculty Senate who will appoint an ad hoc Appeal Committee to review the case. Committee membership will consist of six senators who are not members of the department involved in the appeal. The charge of the ad hoc Appeal Committee is to consider issues of due process only. The committee is to complete its review of the appeal within 90 days of receiving the student’s appeal file.
The Graduate School will support the work of the Senate’s Appeal Committee by providing information to the student, the department/program, and members of the Appeal Committee regarding the content, process, and regulations/policies pertaining to the appeal. Upon receipt of the appeal file, the Graduate School will duplicate the file and send a copy to all members of the Appeal Committee and to the department/program. Response from the department/program is optional, but if it chooses to respond, a written response must be submitted to the Appeal Committee chairperson and the Graduate School within 15 days of their receipt of the appeal file. The Graduate School will send a copy of the department/program’s response to the student.

The decision of the Appeal Committee will be based on the student’s written appeal and the department/program’s written response to that appeal. The student’s written appeal must include a letter of appeal and copies of correspondence related to the department/program appeal.

Both the student and the department/program have the right to request a meeting with the Appeal Committee before it makes its final decision. Such meetings will be limited to 30 minutes: 15 minutes of presentation time and up to 15 minutes of question/answer time. The student may have an advisor or other faculty representative attend the meeting; the director of graduate studies may have the department/program chairperson attend the meeting. In instances where both the student and the department/program want to meet with the Appeal Committee, both meetings will occur separately on the same day within a time period of 1 hour, allowing 30 minutes for both the student and the department/program.

Following its review of the student’s written appeal, any department/program response, and any meeting(s) with the student and/or department/program, the Appeal Committee will reach a decision and forward the decision in writing to:

1. The Appellant
2. The Director of Graduate Studies of the student’s department/program
3. The Chairperson of the student’s department/program
4. The Associate Vice Chancellor for Graduate Studies
5. The Graduate Faculty Senate President
6. Any other appropriate party named in the appeal.

The decision of the Appeal Committee is binding.

XI. THE GRADUATE SCHOOL

Governance of the Graduate School

Graduate Faculty Senate

The Graduate Faculty Senate is the governing body of the graduate faculty. Its members are elected representatives of degree-granting departments and area programs. The Graduate Faculty Senate reviews course changes, degree requirements, membership applications, as well as academic policy. An executive committee guides and coordinates the activities of the senate.
Graduate Faculty and Doctoral Faculty

Membership in the graduate faculty requires regular appointment to the rank of assistant professor or above. To supervise doctoral dissertations, a faculty member must be a member of the University Doctoral Faculty. Appointment to the doctoral faculty is for a five-year renewable term.

Director of Graduate Studies (DGS)

Each department offering a graduate program selects a faculty member to serve as director of graduate studies. In the School of Social Work, there is a director of graduate studies for the Masters of Social Work (MSW) and a director of doctoral studies (director of the doctoral program). The role of the director is to facilitate communication between the Graduate School, students, and faculty; to provide advice to students on Graduate School, department, and university regulations; and to assure that these regulations are applied uniformly in the program.

Administration

The Graduate School is headed by the Vice Chancellor for Graduate Studies. The Graduate School administers activities related to academic programs, recruitment and marketing, graduate admissions, fellowships, and support services including the acquisition of external grants and contracts to support graduate student education. The Graduate School works closely with other university academic administrators to coordinate interdisciplinary initiatives, enrollment planning, graduate program/student assessment, and faculty development activities.

Minor in College Teaching

The focus of this minor is aimed at better preparation of advanced graduate students for college teaching careers. This interdisciplinary minor is available to enrolled doctoral students in all approved graduate programs at the University of Missouri and students must apply formally to the current chair of the coordinating committee. The minor in college teaching is taken in addition to the courses required by the student’s major department and requires a minimum of 12 hours of course work selected from a list of required and elective courses.

Learning Center Writing Lab

The writing lab offers free, 50-minute writing consultations to graduate students. Graduate students may come for help with short papers, seminar reports, letters, or resumes. For longer writing assignments like MA theses or dissertations, referrals can be made to paid tutors. To make appointments, graduate students should call the Learning Center Writing Lab at (573) 882-2496 or come to the Student Success Center.

Health and Insurance Benefits

Two programs that provide health benefits are available to all MU students: the Student Health Center, and the Accident and Sickness Insurance program. Payment of the Student Health Center fee is mandatory for full-time students and optional for part-time students. The Center treats short-term conditions such as colds and flu and refers students to specialists or hospital care if necessary. Accident and Sickness Insurance has been available for all students for many years, on a voluntary basis for domestic students, but mandatory for international students since 1998. For detailed information about the optional insurance plans, consult http://www.sas-mn.com/.
Assignment of Graduate Assistants in the PhD and MSW-PhD Programs

**Scope and Goal of Policy.** The policies herein establish a process relative to the assignment of graduate assistantships (i.e., teaching and research assistants) in the MU SSW PhD and MSW-PhD continuum programs. The goal of this policy is to clearly define graduate assistant work and establish a pragmatic policy that will guide the manner in which graduate assistant work roles are assigned and financially supported.

**Definitions.** A graduate assistant (GA) is a full-time graduate student who is awarded a stipend for work from either internal school funds or from an externally funded source (e.g., grant, contract, gift, fellowship, etc.). GA work is expected to benefit the SSW and university as well as promote the education and/or the professional development of a student. There are two types of GAs:

- A teaching assistant (TA) is assigned to work related to pedagogical or academic instruction and/or support for a faculty person who is teaching a course.
  - Examples of TA responsibilities may include but are not limited to: teaching a course or sections of a course; tutoring; holding office hours; assisting with grading; administering assignments or exams; assisting students outside of class with course-related questions; or assisting faculty with a large course, etc.

- A research assistant (RA) is assigned work related to assisting a faculty person with academic research or scholarly pursuits.
  - Examples of RA responsibilities may include but are not limited to: conducting data collection; attending research meetings; conducting and summarizing literature reviews; cleaning and analyzing data; preparing research reports, manuscripts, or conference presentations, representing a research project in the community, etc.

**Policies and Procedures.** GAs shall be reserved for full-time graduate students only.

- GAs shall receive financial support (e.g., stipend, tuition, insurance) in the manner that aligns with the graduate school's recommended support package for GAs for the semester and year in which the GA is appointed.
- GAs shall be assigned to no more than a .5 FTE position (i.e., 20 hours per week).
- For TAs, a single course assignment shall count no less than a .25 FTE which shall include time spent preparing for class, instructing or observing a class, providing supervision or counseling or guidance to students in a class, grading clerical work related to a class or participating in labs associated with a class. TAs shall be directly supervised by experienced faculty who are responsible for guiding students in all duties and responsibilities.
- For RAs, duties shall vary with the fraction of time for which they are assigned to a faculty supervisor, but that time shall be no more than .5 FTE and no less than .25FTE. RAs shall be directly supervised by experienced faculty who are responsible for guiding students in all duties and responsibilities.
- TAs and RAs shall maintain satisfactory academic performance and progress toward their degree. GA work shall not be renewed if academic progress is not adequate to maintain required performance.
**Appointment and Evaluation of GAs.** GA appointments shall be the responsibility of the PhD program director and require approval from the director of the SSW.

GA appointments may first consider all available externally funded GA positions (i.e., faculty with research funding for RAs, faculty with funding for TAs). However, no more than two GAs are allowed for an externally funded faculty member in the same academic year.

Internal school funds can be used if working with faculty without such funding is helpful for PhD students in developing their research and teaching programs. Prioritizing external funding shall not force GAs to change their areas of interest. In assigning GAs, matching GAs’ areas of interest with supervising faculty should be considered. The supervising faculty perceiving the need for a TA or RA should convey that need along with a justification (e.g., productivity in the past) to both the PhD program director and the director of the SSW prior to the close of the spring semester before the academic year in which the support is requested.

Each supervising faculty with a GA shall be responsible for conducting an evaluation on the performance of all assistants assigned to that faculty before the close of each academic year of the appointment. The evaluation shall be placed in the GAs administrative file.

In no case shall an appointment of a GA be terminated before the end of an appointment without the GA having an opportunity to due process outlined by the dismissal policy in the student’s program handbook (e.g., MSW or PhD handbook) and if relevant, the MU graduate school’s appeals process.

**Fellowships**

Jane Bierdeman-Fike Doctoral Fellowship Fund in Social Work: This fellowship is awarded to doctoral students in social work who are pursuing scholarly interests in the field of Public service for the chronically mentally ill and/or mentally ill offenders. Ms. Jane Bierdeman-Fike served as Director of Psychiatric Social Work at Fulton State Hospital for over thirty years, and established this fund in support of our doctoral program.

**Graduate Student Support Program (GSSP)**

**Eligibility for Benefits**

- Hold a qualifying assistantship or fellowship position
- At least a quarter-time (.25 FTE) appointment
- Stipend level meets minimum requirements
- Duration of appointment is appropriate
- Appointment from a graduate degree-granting program or qualified non-degree-granting program
- Good academic standing in home department

See [https://gradstudies.missouri.edu/funding/tuition-support-program/eligibility/](https://gradstudies.missouri.edu/funding/tuition-support-program/eligibility/) for additional details about eligibility and requirements.

**Not Eligible.** Those not eligible include benefit-eligible Mizzou employees and students who are not in a degree-granting program.
Fee Waivers

Eligibility for a GSSP fee waiver requires appointment to either Graduate Teaching Assistant or Graduate Research Assistant. Enrollment of at least 9 hours per semester is required. A student must hold the assistantship or fellowship for the entire semester in order to receive a full GSSP fee waiver. If the student’s assistantship or fellowship starts after the first day of the semester or ends before the last day of the semester, or if a student withdraws from the university before the end of the semester, the student will receive a partial GSSP fee waiver and will be responsible for the balance of their resident and nonresident (if applicable) educational fees. If a student has a fellowship, received a stipend at the beginning of the semester, and then withdraws from the university before the end of the semester, that student may be required to return a portion of the stipend to the university.

Tuition remission is subject to time limitations for the duration of fee waiver support. The nonresident portion of tuition is remitted if the appointment stipend meets the minimum level, as published in the guidelines. Tuition for summer sessions may be waived if certain conditions are met. For details, see Guidelines for Graduate Assistantship Eligibility for Tuition Benefits published early in the spring semester by the Director of the Graduate School.

Graduate Student Association

All graduate students are members of the Graduate Student Association (GSA). At the beginning of each academic year, graduate students are asked to select a fellow student to serve as their voting department representative to the GSA General Assembly. The goal of the GSA is to promote the interests of graduate students at MU by serving as an informal liaison to faculty and administration and as the formal representative to the Graduate Faculty Senate. As a divisional student government, the GSA derives funds from the student activities fee. GSA projects include Web publication of the Graduate Student Handbook, recognition of graduate students with the Superior Graduate Student Achievement Award, and distribution of travel and departmental scholarships to graduate students.

Graduate Professional Council

All graduate and professional students are members of the Graduate Professional Council (GPC). Formed in 1982, the GPC is the official governing body for students enrolled in the Office of Graduate Studies, School of Law, School of Medicine, and College of Veterinary Medicine. GPC works to inform graduate and professional students about campus-wide activities through student department and school representatives and also provides a forum for the students to voice concerns. In order to encourage academics on campus, the GPC sponsors several activities each year that give graduate and professional students opportunities to enhance their current academic work, such as the Research and Creative Activities Forum and semiannual opportunities for Travel and Presentation Scholarships. In addition, the GPC works extensively in a joint partnership with the Missouri Students Association (MSA), the undergraduate student government, to sponsor and promote academic and social activities. For more information, visit the website at https://gpc.missouri.edu/
II. FINANCIAL ASSISTANCE

Tuition and fees are based on residency status and the number of hours taken each semester. The cost of tuition and fees is subject to change on an annual basis. Current information may be obtained from the Cashiers Office at (573) 882-3097 or http://cashiers.missouri.edu/.

Graduate Assistantships

Teaching and Research Assistantships (TA and RA) through the School of Social Work are available to full-time students each semester depending upon available funding. These assistantships are awarded on a competitive basis.

The School is highly selective in awarding admission and assistantship support. Those interested are encouraged to apply each semester they expect to teach. To find and apply for assistantship opportunities in Social Work and other departments on campus, please visit: http://wwwhiremizzoutigerscom/.

School of Social Work full-time PhD students who apply for and are accepted as graduate RAs or TAs qualify for waivers of tuition and most educational fees. Those students who are awarded an assistantship will devote between 10 (25% FTE) and 20 hours (50% FTE) per week ON CAMPUS working to assist a member of the faculty with their research or teaching. Further information can be obtained from the Director of Doctoral Studies or the Doctoral Program Office. The School of Social Work will make every effort to obtain financial support for full-time doctoral students and extend that support to two full academic years. This commitment is subject to available funds and the student remaining in good standing and progressing appropriately in their program.

Unfortunately, not all applicants admitted to the PhD program can be guaranteed financial support.

Social Work applicants often secure RA or TA appointments with other departments or programs of MU. Applicants are encouraged to explore all possible lines of support.

Other School-Awarded Assistance

_Eleanor J. and John W. Watt Scholarship for Social Work and the Gay/Lesbian Community_

This scholarship is awarded to gay or lesbian graduate students in the School of Social Work, with preference given to doctoral students interested in conducting research on gay/lesbian issues. This scholarship was established by Dr. J. Wilson Watt, Associate Professor in the School, in honor and memory of his parents. The Doctoral Program Committee may offer exceptions during the admission process on a case-by-case basis. Numerous other scholarships/fellowships are available through the Graduate School. Students are strongly encouraged to review the website at http://gradstudies.missouri.edu/forms-downloads/fellowship-assistantship-financial.php

_CSWE Doctoral Fellowships in Social Work for Ethnic Minority Students_

This scholarship is awarded to students who have master’s degrees in social work and who will begin full-time study leading to a doctoral degree in social work or who are currently enrolled as
full-time students in a doctoral social work program. Applicants should demonstrate potential for assuming leadership roles, potential for success in doctoral studies, and commitment to a career in providing mental health and/or substance abuse services to ethnic/racial/social/cultural minority individuals and communities. For more information on these programs, visit https://www.cswe.org/Centers-Initiatives/Minority-Fellowship-Program/MFP-Doctoral-Students.aspx

**Need-Based Financial Aid**

To be considered for need-based financial aid, submit the Free Application for Federal Student Aid (FAFSA). The form is available in December and should be completed and mailed or filed electronically by March 1 each year. MU will notify students who file the FAFSA of their financial aid eligibility. To be eligible to receive federal financial aid, a student must be a U.S. citizen, permanent resident, or an eligible non-citizen. Further information can be obtained from your financial aid advisor, who can be found by going to this webpage: http://financialaid.missouri.edu/contact/find-your-adviser.php. See contact information for general financial aid help below:

Student Financial Aid: 11 Jesse Hall, Columbia, MO 65211-1600. Phone: 573.882.7506; toll free: 1-800-225-6075 (only in IL & MO); E-mail: MizzouSFA@missouri.edu

**XIII. RESOURCES FOR STUDENTS**

**Identification Card**

Students may obtain a student identification card (TigerCard) at the ID Card Office, located on the lower level of The Mizzou Store in the MU Student Center (911 E Rollins). See https://doit.missouri.edu/services/id-card/id-cards/ for current information on requirements and hours of operation.

**Computer Lab**

The School of Social Work computer lab, 733 Clark Hall, is open from 8:00 AM to 5:00 PM Monday through Friday.

**Doctoral Student Office/Keys**

Full-time students will be given office space on the 5th floor of Clark Hall. Doctoral students will share an office with other students and each student will be given a key to that office.

**E-mail**

All students will be provided a student e-mail account. For administrative efficiency, our e-mail communications will be sent to the student’s University e-mail account. If you need assistance with your e-mail or e-mail account, please contact the DoIT helpdesk at 573-882-5000.

**Bookstore**

The Mizzou Store is located in the MU Student Center on Rollins Ave. It carries textbooks (including Social Work textbooks) plus supplies and gifts. Normal business hours during fall and winter semesters are 8 AM to 6 PM Monday through Friday, 10 AM to 6 PM on Saturday, and Noon to 6 PM on Sunday. Their telephone number is 573-882-7611.
Campus Police and Lost and Found
The campus police and lost and found are located in the Virginia Avenue Garage. Their phone number is 573-882-7201.

Food Services
There are vending machines in the Clark Hall lobby. Several food options are located at the food court at the MU Student Center. See Campus Dining Services’ website for additional information: https://dining.missouri.edu/.

Student Health Center
Access to outpatient medical care is available at the Student Health Center next to University Hospital. The service, staffed by board certified physicians and nurse practitioners, includes primary and urgent medical care, women’s health care, allergy desensitization, X-rays, an on-site laboratory, sports medicine, and pharmacy. During fall and winter semesters, its hours are 8:00 AM to 5:00 PM Monday through Friday, except for Wednesday when it opens at 9:00 AM. After hours, a registered nurse is available to help assess urgent needs. For medical appointments, call 882-7481. Walk-ins are not accepted.

Full-time students pay a prepaid health fee that covers most services received at the center. Other students pay on a fee-for-service basis or may choose to pay the health fee. A separate student accident and illness insurance plan is recommended and available through the University.

Supplemental Plan for Sickness and Accident Insurance
This plan, sponsored by the University of Missouri System, may be purchased at a reasonable cost at the time of enrollment. It covers hospitalization and surgery, including medical and surgical treatment while a student is away during weekends, holidays, and summer vacations. Insurance to cover a spouse and dependents may be purchased at an extra cost. Brochures outlining costs and plan coverage are available at the Cashier’s Office, 15 Jesse Hall.

Recreation Services and Facilities
All Recreation Services programs are designed to provide varying degrees of competitive and noncompetitive, structured and unstructured activities for members of the MU community. Activities include RecSports (men’s, women’s, co-rec and faculty/staff divisions for teams and individuals); open recreation; outdoor recreation; lap and recreational swimming at indoor and outdoor pools; and Leisure University classes including Club Aerobix, swing dance, and tai chi.

Both indoor and outdoor facilities and activities are available. The Student Recreation Center (SRC) houses basketball, volleyball, and racquetball courts; weight-training equipment; an elevated indoor track; aerobics and combative rooms; and locker rooms. Indoor and outdoor pools are located at the Natatorium. Rec facilities available to MU students and Rec Center members include the Stankowski Outdoor Recreation Complex and multiple outdoor fields and parks on campus. A valid MU ID card or SRC facility pass must be presented to enter and use Rec Services’ facilities. For more information, contact the Rec Services Office in 320 Student Recreation Center, at (573) 882-2066, or visit the website at https://www.mizzourec.com/.
Office of Disability Services
The Disability Center serves as a resource to and partner with our campus community to remove barriers and promote the principles of universal design. We encourage self-determination. We work to ensure equal opportunity and provide tools for access for students.

If you have been accepted as an MU student and you have a documented disability, establish an Accommodation Plan with the Disability Center right away to make sure you get what you need to succeed at Mizzou. Office Hours: Monday-Friday 8:00 AM - 5:00 PM. Email: disabilitycenter@missouri.edu and phone: (573) 882-4696.

MU International Center
The International Center facilitates all things international at the University of Missouri. They raise international awareness and foster dialogue on critical world issues. Center staff provide comprehensive support services to MU’s international community — students, faculty, staff and their dependents come to MU from nearly 100 countries. In doing so, the center also serves a critical compliance role for the university required by federal immigration regulations.

International Initiatives
The center works with faculty and staff from across campus to develop and maintain MU’s relationships with institutions around the world. They also facilitate on-campus internationalization through curriculum and faculty development projects.

Study Abroad
The International Center coordinates, develops, and administers quality programs that enable MU students to study outside the U.S. Each year, well over 1,000 MU students choose to enhance their academic experience—gaining an appreciation and understanding of other nations and cultures—through study abroad. Finally, the Center builds international connections on our campus and in our community, offering a variety of opportunities to get involved with Missouri’s global campus.

Women’s Center
The MU Women’s Center (WC) welcomes students, staff, faculty, and members of our local community. The Center provides opportunities for learning, service, and support for those who seek to further their understanding of social justice. No matter if you are looking for a place to lounge, to attend programs, to borrow a book or grab some free candy, the WC is a space where you can find your place. Our Center is not a woman-only space—it is open to everyone regardless of gender identity. The Women’s Center is a part of the Department of Student Life, within the Division of Student Affairs. The Center serves women, transgender, men, and gender non-conforming persons. Women’s Centers historically grew out of a need for women to have spaces and services that were previously unavailable. Contact Information: e-mail: MUWomensCenter@missouri.edu; phone: (573) 882-6621; G108 MU Student Center.
Veterans Center

The MU Veterans Center is here to meet the needs and address the concerns of veterans at Mizzou. It's a designated place on campus where you can find camaraderie and friendship along with resources and support. The office is staffed by full-time MU employees and VA work-study students who have worn—or are still wearing—the uniform.

The MU Veterans Center offers students and employees:

- A seamless approach to helping student veterans at MU, from admission to graduation
- A resource for mentoring, tutoring, housing, and financial and personal issues for MU students and employees
- Assistance for families and spouses during deployments
- Coordination of a network of health professionals with expertise in addressing the needs of veterans
- A network of social support groups among veterans

The Center is housed at N-5 Memorial Student Union in the very heart of campus, close to the Admissions and Financial Aid offices, as well as personal and academic counseling centers. Full-time staff director, Robert Ross, runs the center, working with part-time VA work-study students who are former or current active-duty service members. You can also reach the Center by phone at 573-884-4383 and via email at veterans@missouri.edu.

XIV. SCHOOL & UNIVERSITY POLICIES

UNIVERSITY DIVERSITY

The University of Missouri School of Social Work does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, sexual orientation, marital status, disability, or status as a disabled veteran or veteran of the Vietnam era. Moreover, the School has a distinguished history in promoting the rights of oppressed minorities of all kinds and in aggressively championing their cause. In keeping with this commitment, the School actively solicits applications from qualified persons of all groups. For more information, call Human Resource Services at (573) 882-4256.

UNIVERSITY SEXUAL HARASSMENT POLICY

It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution. For further information, please refer to and be guided by: https://www.umsystem.edu/ums/rules/collected_rules/equal_employment_educational_opportunity/ch600/600.020_sex_discrimination_sexual_harassment_and_sexual_misconduct

THE RIGHTS OF PEOPLE WITH DISABILITIES AT MU

The Americans with Disabilities Act, the Rehabilitation Act, and the Missouri Human Rights Act provide protections against disability-based discrimination. These laws also require MU to provide reasonable accommodations for otherwise qualified people with disabilities—in the classroom and at work. Because the University is a major federal contractor, MU must also take affirmative action
to employ qualified individuals with disabilities and advance them in employment. The ADA also
requires a public entity to adopt and publish grievance procedures providing for prompt and
equitable resolution of complaints alleging any action that would be prohibited by Title II. Informal
grievances or complaints should be brought to the ADA Coordinator, Amber Cheek, at
checka@missouri.edu.

**STUDENT RESPONSIBILITY**

It is each graduate student’s responsibility to be familiar with the information presented in this
catalog, and to know and observe all regulations and procedures relating to the program he/she is
pursuing. In no case will a regulation be waived or an exception be granted because students plead
ignorance of, or contend that they were not informed of, the regulations and procedures.
Responsibility for following all policies and meeting all requirements and deadlines for graduate
programs rests with the student.

**ACADEMIC HONESTY AND PROFESSIONAL ETHICS**

Honor Pledge: I strive to uphold the University values of respect, responsibility, discovery, and
excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance
on this work.

Students are expected to (a) attach the above statement to all work, (b) sign the statement, and (c)
adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

**Statement of Purpose**

Academic integrity is essential to our institutional values of respect, responsibility, discovery, and
excellence. These values are fundamental to the everyday function of our academic community, as
well as to the goals and vision we have for the University of Missouri.

Academic integrity ensures that all students have a fair and equal opportunity to succeed. Any
behavior that provides an unfair advantage to one student is unacceptable and will not be tolerated.
Each piece of work completed by a student must be solely a reflection of that student’s own work
or his or her contribution to a collaborative effort.

Each member of our community—faculty, staff, and students alike—must be committed to the
principles of honesty and fairness. Faculty and staff are expected to model appropriate behavior
and demonstrate their commitment to our community. Students also bear responsibility for
upholding the culture of integrity in our community. Maintaining this culture, and our institutional
values, requires that students do not tolerate the actions of those community members who engage
in inappropriate behavior.
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<td>720</td>
<td><a href="mailto:yuma@missouri.edu">yuma@missouri.edu</a></td>
</tr>
<tr>
<td>Dong Yoon, PhD, MSW</td>
<td>882-0916</td>
<td>701</td>
<td><a href="mailto:yoond@missouri.edu">yoond@missouri.edu</a></td>
</tr>
<tr>
<td>Mansoo Yu, PhD, MSW</td>
<td>882-0916</td>
<td>701</td>
<td><a href="mailto:yoond@missouri.edu">yoond@missouri.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF</th>
<th>PHONE</th>
<th>ROOM</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherry Elliott</td>
<td>884-5459</td>
<td>732</td>
<td><a href="mailto:slehhw@missouri.edu">slehhw@missouri.edu</a></td>
</tr>
<tr>
<td>Andrea Lawless</td>
<td>882-6546</td>
<td>715</td>
<td><a href="mailto:lawlessa@missouri.edu">lawlessa@missouri.edu</a></td>
</tr>
<tr>
<td>Amber Francis</td>
<td>882-9709</td>
<td>Gwynn</td>
<td><a href="mailto:francisa@missouri.edu">francisa@missouri.edu</a></td>
</tr>
<tr>
<td>Carol Heffner</td>
<td>882-1438</td>
<td>720</td>
<td><a href="mailto:heffnercj@missouri.edu">heffnercj@missouri.edu</a></td>
</tr>
<tr>
<td>Lindsay Hickman</td>
<td>884-8795</td>
<td>725</td>
<td><a href="mailto:hickmanl@missouri.edu">hickmanl@missouri.edu</a></td>
</tr>
<tr>
<td>Joyce McReynolds</td>
<td>882-0117</td>
<td>523</td>
<td><a href="mailto:mcreynoldsjt@missouri.edu">mcreynoldsjt@missouri.edu</a></td>
</tr>
<tr>
<td>Shannon Mezzanotte</td>
<td>884-1438</td>
<td>724</td>
<td><a href="mailto:mezzanottes@missouri.edu">mezzanottes@missouri.edu</a></td>
</tr>
<tr>
<td>Crystal Null</td>
<td>884-9385</td>
<td>723</td>
<td><a href="mailto:nullic@missouri.edu">nullic@missouri.edu</a></td>
</tr>
</tbody>
</table>
Appendix A

Expectations of PhD Students & Dissertation Chairs & Committees

University of Missouri School of Social Work PhD Program

I. Purpose. The capstone experience of doctoral training at the University Of Missouri School Of Social Work (MU-SSW) culminates in the successful completion of a dissertation. While the subject or purpose and format of every dissertation can vary by student interest and guidance provided by dissertation chairs, the supervision of the process is ultimately overseen by MU-SSW PhD Program faculty who have agreed to a common set of expectations. In our effort to provide clarity, guidance and standardization where appropriate to the dissertation process in the MU-SSW, we offer the following as expectations for students, chairs, and committee members.

a. Expectations of PhD Students. Generally speaking, as the author of the dissertation, PhD students are ultimately responsible for the progress, development and completion of both the dissertation project and final manuscript. Before beginning to write the dissertation manuscript—which must be properly edited and formatted—PhD students should consult the expected conventions described in the Graduate School at the University of Missouri’s Thesis & Dissertation Guidelines. More specifically, these expectations extend to the development, defense, and submission of your dissertation.

i. Regarding the development of your dissertation, PhD students are expected to

1. Consult the chair regarding: the development of dissertation topics and all key research questions and study procedures; the selection and final approval of all committee members; the quality of early drafts and revisions to the document; approval before submitting any drafts of the dissertation to committee members.

2. Schedule regular meetings with the Chair to discuss the project and its development, including alerting the chair of any barriers or problems that may arise; and, where directed or suggested by the Chair, take the initiative to resolve relevant concerns with committee members; and if the student’s concerns are not resolved or addressed, only then may the student take the concern to the PhD program Director.

3. Submit their own original work and as proper to the conduct of trustworthy social scientific research and policies surrounding academic dishonesty and plagiarism, properly cite and reference the works of others that inform the study.

4. Apply for, obtain and maintain appropriate approval from the institutional review board oversight for human subjects research.
ii. Regarding both the proposal and defense of your dissertation, PhD students are expected to
   1. Coordinate a date/time for your defense with all committee members after your chair provides approval to do so
   2. Reserve a space to host the defense of your dissertation with PhD Program Coordinator
   3. Provide your committee members with a draft of your proposal at least 10 days prior to the defense
   4. Work with the PhD Program Coordinator to post a flyer announcing your defense
   5. Freely invite colleagues, family, and friends to the open portion of your defense

iii. Appropriate Dissertation Proposal Topics
   1. Proposed dissertation topics and primary research questions must be clearly articulated and, as an ultimate goal, make a meaningful contribution to the knowledge base relevant to social work theory, professional practice, policy, and/or administration not already widely accepted or resolved by existing knowledge.
   2. Proposed dissertation topics must be ethical with respect to current NASW Code of Ethics and Institutional Review Board guidelines overseeing the proposed study.
   3. Proposed dissertation topics must be feasible with respect to the candidate’s qualifications to complete the investigation given the resources available to the candidate.

iv. Regarding the submission of your dissertation, PhD students are expected to
   1. Obtain and submit all key documentation required for the successful completion of their dissertation, including any and all agreed upon changes (both substance and stylistic) discussed during the defense of the dissertation, all required graduate school forms, the signature page for the completed dissertation
   2. Accept the responsibility to submit the final document as required by the Graduate School at the University of Missouri’s Thesis & Dissertation Guidelines.

b. Expectations of Dissertation Chairs. Generally speaking, anyone who chairs a dissertation is expected to maintain their status as Graduate School Doctoral Faculty and conduct themselves ethically by maintaining all required Institutional Review Board certifications and acting in a manner that recognizes the power differential that exists between PhD students and their chairs. In addition and as the official guide to a PhD student’s dissertation proposal, study completion, manuscript development and
dissertation defense, chairs are ultimately responsible for counseling PhD students through the dissertation proposal, writing and defense process by assisting the student to properly and ethically resolve any issues relevant to the topic and methods proposed and used in the study, ensuring the adoption and implementation of all relevant and reasonable suggestions offered by committee members, and overseeing student progress towards a completed dissertation that meets standards of quality generally accepted in social science dissertations, dependent upon topic and methods used. More specifically, these expectations extend through the development, defense, and oversight of the final dissertation document.

i. Regarding the development of the dissertation, PhD chairs are expected to
   1. Provide timely and thorough guidance and feedback to the PhD student regarding both the procedures necessary to conduct their study as well as the all drafts and final versions of the dissertation manuscript; to be accessible to students for dialogue and formal meetings as needed; to respond to student drafts in a timely manner (e.g., not more than 10 working days); and to provide editorial support of the final document—either personally or by approving any third party editors who may professionally edit the student’s manuscript.
   2. To recommend both internal and external committee members that are appropriate to the advancement of the PhD student’s dissertation topic, and address any ethical violations with those faculty if relevant to the student’s dissertation.
   3. To act as the gatekeeper for PhD students and ensure their manuscript is adequately prepared for both the dissertation proposal and defense processes.

ii. Regarding the proposal and defense of the dissertation, PhD chairs are expected to
   1. Communicate with committee members prior to or at the time of the defense about any significant concerns related to the student’s study
   2. Facilitate both the proposal and defense meetings, initiate introductions, take notes of the meetings, clarify changes that are to be made following both the proposal and defense, and communicate those required changes to the PhD student and all committee members
   3. Review all changes to the dissertation proposal or defense—if any—that were discussed and generally accepted by the committee before the study proposal is enacted by the student or the final dissertation manuscript is considered ready for submission to the Graduate School.
   4. To be familiar with the general requirements listed in the [Graduate School at the University of Missouri’s Thesis & Dissertation Guidelines](#).
c. **Expectations of Dissertation Committee Members.** Generally speaking, committee members are expected to maintain their status as Graduate School Faculty, if relevant, and conduct themselves ethically by maintaining all required Institutional Review Board certifications. In addition, committee members are expected to act respectfully and to recognize the power differential that exists between PhD students and their committee members. Dissertation committee members act, in collaboration with the dissertation chair, as support to the dissertation process to ensure a PhD student successfully completes a dissertation that meets the standards of quality generally accepted in social science dissertations, dependent upon topic and methods used. More specifically, these expectations extend through the proposal as well as the development, defense, and oversight of the final dissertation document.

i. **With regard to the development of the dissertation, committee members are expected to:**
   1. Provide timely and thorough guidance and feedback to the PhD student on the dissertation proposal and defense.
   2. Provide timely and thorough feedback on any drafts submitted to the committee members (e.g., not more than 10 working days) by submitting feedback to both the student and the chair.

ii. **With regard to the dissertation defense and submission, committee members are expected to:**
   1. Prior to or at the time of the defense, inform the dissertation chair of any significant concerns regarding any aspect of the student’s study procedures or reporting of the study in the dissertation drafts or final manuscript.
   2. Provide thorough and relevant feedback regarding the substance, procedures, findings or effective communication of the dissertation at the time of the defense.
   3. Review and revise, if necessary, the summary of changes to the proposal and defense as communicated by the dissertation chair.
   4. Review and comment, if relevant, all changes made as a result of the defense to the dissertation manuscript prior to the student submitting the changes to the Graduate School.
<table>
<thead>
<tr>
<th>Major Program Goals with Objectives</th>
<th>Approximate Timeline</th>
<th>Responsible Persons</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Development Plan</strong></td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td>1. Student completes IDP form in Fall</td>
<td>Year 1, April</td>
<td>Student &amp; Advisor</td>
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<tr>
<td>2. Student meets with advisor in Fall</td>
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<tr>
<td>3. Student amends and execute IDP activities</td>
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</tr>
<tr>
<td><strong>Year 1, Spring Review</strong></td>
<td></td>
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<tr>
<td>1. Student submits IDP plan 10 days prior to spring review</td>
<td>Year 1, April</td>
<td>Student &amp; PhD Faculty</td>
<td></td>
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<tr>
<td>2. Student schedules meeting with PhD Program Coordinator</td>
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<tr>
<td>3. Student attends meeting</td>
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<tr>
<td>4. Student amends and executes IDP activities</td>
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<tr>
<td><strong>Qualifying Exam 1 (QE1): Basic Skills</strong></td>
<td></td>
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<tr>
<td>1. PhD program faculty select test date for QE1</td>
<td>Year 1, May</td>
<td>Student</td>
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<tr>
<td>2. PhD program coordinator informs students of QE1 test date</td>
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<tr>
<td>3. Students take QE1 exam early May</td>
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<td>4. QE1 is scored and results released within 10 days</td>
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<tr>
<td>5. QE1 retakes are provided for scores &gt;80% before mid-May</td>
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<tr>
<td><strong>Select a Chair/Advisor</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Student approaches SSW PhD faculty to be Chair</td>
<td>Year 1, Summer</td>
<td>Student &amp; Advisor</td>
<td></td>
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<tr>
<td>2. Student informs PhD Program Coordinator of Chair selection</td>
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<tr>
<td><strong>Identify and select committee</strong></td>
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</tr>
<tr>
<td>1. Student discusses with Chair possible committee members</td>
<td>Year 1, Summer</td>
<td>Student &amp; Chair</td>
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<tr>
<td>2. Student emails each committee suggestion</td>
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<tr>
<td>3. Student communicates with Chair to assemble committee</td>
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<tr>
<td><strong>Select a dissertation topic</strong></td>
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</tr>
<tr>
<td>1. In summer/start of Fall, student identifies dissertation topic</td>
<td>Year 2, Fall</td>
<td>Student &amp; Chair</td>
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</tr>
<tr>
<td>2. Chair approves of the topic area</td>
<td></td>
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<tr>
<td>3. Student utilizes Research Prac I &amp; II to write chapters 1-3</td>
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</tr>
<tr>
<td><strong>Individual Development Plan</strong></td>
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<td></td>
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</tr>
<tr>
<td>1. Student updates IDP form in Fall</td>
<td>Year 2, April</td>
<td>Student &amp; Chair</td>
<td></td>
</tr>
<tr>
<td>2. Student meets with Chair in Fall to review</td>
<td></td>
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</tr>
<tr>
<td>3. Student amends and executes IDP activities</td>
<td></td>
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</tr>
<tr>
<td>Year 2, Spring Review</td>
<td>Year 2, April</td>
<td>Student &amp; PhD Faculty</td>
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<tr>
<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Student schedules meeting with PhD Program Coordinator</td>
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<tr>
<td>2. Student submits IDP plan 10 days prior to spring review</td>
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<tr>
<td>3. Student attends meeting</td>
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<tr>
<td>4. Student amends and executes IDP activities</td>
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<table>
<thead>
<tr>
<th>Qualifying Exam 2 (QE2): Chs. 1-3 draft</th>
<th>Year 2, April</th>
<th>Student</th>
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</thead>
<tbody>
<tr>
<td>1. Student submits QE2 at April Spring Review</td>
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<tr>
<td>2. Faculty grade QE2 within 10 days</td>
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<tr>
<td>3. Exam results released within 14 days</td>
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</tr>
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<td>4. Retakes provided for scores &gt;80% before mid-May</td>
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</table>

<table>
<thead>
<tr>
<th>File D1 (Qualifying Exam Results &amp; PhD Committee Approval)</th>
<th>Year 2, April</th>
<th>Student, Program director &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student completes D1 and submits to PhD Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PhD Program Director approves D1</td>
<td></td>
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</tr>
<tr>
<td>3. PhD Program Coordinator files D1</td>
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</table>

<table>
<thead>
<tr>
<th>File D2 (Plan of Study)</th>
<th>Year 2, April</th>
<th>Student, Chair, Committee &amp; Staff</th>
</tr>
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<tbody>
<tr>
<td>1. Student and Chair/Advisor completes D2</td>
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<tr>
<td>2. Student, Chair, and Committee signs D2</td>
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</tr>
<tr>
<td>3. Student submits D2 to PhD Coordinator</td>
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</tr>
<tr>
<td>4. PhD Program Director approves D2</td>
<td></td>
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</tr>
<tr>
<td>5. PhD Program Coordinator files D2</td>
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</table>

<table>
<thead>
<tr>
<th>Dissertation Proposal (i.e., Comprehensive Exam)</th>
<th>Year 2 May – Year 3, Fall</th>
<th>Student, Chair &amp; Committee</th>
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</thead>
<tbody>
<tr>
<td>1. Student amends QE2 and, in consultation with Chair, writes Chapter 4 (Method)</td>
<td></td>
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</tr>
<tr>
<td>2. Student, with Chair approval, schedules a defense date, location and time not to exceed 1 hour with Committee for defense</td>
<td></td>
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</tr>
<tr>
<td>3. Student submits, with Chair approval, Dissertation Proposal manuscript (Chapters 1-4) to Committee members 10 days prior to scheduled defense date</td>
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</tr>
<tr>
<td>4. Student defends proposal on the scheduled date</td>
<td></td>
<td></td>
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<tr>
<td>5. Student and Chair note changes and communicate with those changes to Committee members</td>
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</tr>
<tr>
<td>File D3 (Comprehensive Exam Results)</td>
<td>Year 3, Fall</td>
<td>Student, Chair, Committee &amp; Staff</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Student, Chair, and Committee signs D3</td>
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</tr>
<tr>
<td>2. Student submits D3 to PhD Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PhD Program Director approves D3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PhD Program Coordinator files D3</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Dissertation Defense</th>
<th>&gt;Year 3, Spring and on</th>
<th>Student, Chair, Committee &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student, with Chair approval, schedules a defense date, location and time not to exceed 2 hours with Committee for defense</td>
<td></td>
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</tr>
<tr>
<td>2. PhD program Coordinator posts a public notice of the dissertation defense date and topic</td>
<td></td>
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</tr>
<tr>
<td>3. Student submits, with Chair approval, a polished draft of the completed dissertation manuscript to Committee members 10 days prior to scheduled defense date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student defends the dissertation study on the scheduled date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student and Chair note changes required at the defense and the Chair communicates those changes to the Committee and ensures the Student makes those changes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>File D4 (Report of Dissertation Defense)</th>
<th>&gt;Year 3, Spring and on</th>
<th>Student, Chair, Committee &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Upon passing the dissertation defense, the Student, Chair, and Committee members sign the D4 form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student submits D4 form to PhD Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The PhD Program Director signs the form</td>
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<tr>
<td>4. The PhD Program Coordinator holds the form until all changes are made to the dissertation manuscript</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>File Dissertation with MU Graduate School</th>
<th>&gt;Year 3, Spring and on</th>
<th>Student, Chair, Committee &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student makes all needed changes to the dissertation manuscript</td>
<td></td>
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</tr>
<tr>
<td>2. The Chair approves changes and, if necessary, requests review and approval from the Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The Chair and Committee members, if agreed, sign the approval page for the dissertation</td>
<td></td>
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</tr>
<tr>
<td>4. Student formats dissertation according to MU Grad School</td>
<td></td>
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</tr>
<tr>
<td>5. Dissertation is submitted to the MU Graduate School</td>
<td></td>
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<tr>
<td>6. D4 form is filed with the MU Graduate School</td>
<td></td>
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</tbody>
</table>
## Appendix B: Second Qualifying Exam Rubric

<table>
<thead>
<tr>
<th>Outline</th>
<th>Total 100 Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement</strong></td>
<td><strong>30 Points</strong></td>
</tr>
</tbody>
</table>
| 1. Clearly define the problem of focus | Problem clearly defined (3 points)  
Problem somewhat defined (1.5 points)  
Problem not clearly defined (0 point) |
| 2. Elaborate the scope of the problem cited by literature (e.g., specific population, subpopulations (e.g., male vs. female, Caucasian vs. racial minorities) and/or geographical areas impacted and prevalence rate) | The scope of the problem clearly described (5 points)  
The scope of the problem somewhat described (2.5 points)  
The scope of the problem not described (0 point) |
| 3. Identify research supported malleable precursors of the problem (e.g., personal factors and environmental determinants)  
- Provide brief study description (e.g., sampling strategy, sample size, research design, measurements, and analytical strategy)  
- Summarize statistical approximations depicting the strength of association between precursors and outcomes (e.g., correlational values, directions, and effect sizes)  
- Identify and describe gaps in the literature | Identified studies well described (5 points)  
Identified studies somewhat described (2.5 points)  
Identified studies not described (0 point)  
Statistical approximations well summarized (5 points)  
Statistical approximations somewhat summarized (2.5 points)  
Statistical approximations not summarized (0 points)  
Literature gap well described (2 points)  
Literature gap somewhat described (1 point)  
Literature gap not described (0 point) |
| 4. Specify problem consequences if not addressed with treatments, services or policies  
- Describe research supported immediate/short term outcomes and long term outcome of the problem  
  - Provide brief study description (e.g., sampling strategy, sample size, research design, measurements, and analytical strategy)  
  - Summarize statistics (e.g., risk ratio, cumulative risks, hazard ratio) depicting the magnitude of the consequences | Identified studies well described (5 points)  
Identified studies somewhat described (2.5 points)  
Identified studies not described (0 point)  
Stats demonstrating magnitude of consequences well-summed (5 points)  
Stats demonstrating magnitude of consequences part summed (2.5 points)  
Stats demonstrating magnitude of consequences not summed (0 points) |
| **Literature Review** | **30 Points** |
| 5. Conduct a thorough literature review to: Identify and summarize research body surrounding 2-4 interventions commonly used to address the social problem [if no interventions have been developed to address the social issue, then identify and describe at least 2 interventions that address a similar social issue designed for different population/settings] | Two to four interventions identified (3 points)  
Only one intervention identified (1.5 points)  
No intervention identified (0 point)  
Identified interventions well described (12 points)  
Identified interventions somewhat described (6 points)  
Identified interventions not described (0 points) |
- Describe the interventions in detail (e.g., target population, operation setting, theoretical foundation and critical components, and outcomes of interest)
- Provide brief description of the literature on the identified interventions (e.g., research design, effect sizes, strengths and weaknesses)

**Theory of Change**

<table>
<thead>
<tr>
<th>30 points</th>
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<tbody>
<tr>
<td>6. Describe theories relevant to the problem</td>
</tr>
<tr>
<td>- Identify and describe theories that address/explain the problem</td>
</tr>
<tr>
<td>o Briefly describe each of the theories (e.g., key constructs)</td>
</tr>
<tr>
<td>o Provide a graphical presentation of each individual theory</td>
</tr>
<tr>
<td>7. Develop a theory of change that integrated all theories identified to address/explain the problem</td>
</tr>
<tr>
<td>o Explain and defend, with support of literature, the relationship between each of the constructs in the theory of change as well as how they lead to or promote better outcomes in a manner that is related to the substantive area under study</td>
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<tr>
<td>o Provide a graphical presentation of the theory of change developed</td>
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**Presentation Quality and APA (10 points possible)**

<table>
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<th>10 points</th>
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<tr>
<td>Page Limit: 30 to 40 Pages</td>
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<td>Manuscripts less than 30 pages or exceeding 40 pages will not be reviewed.</td>
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<td>The manuscript, including but not limited to tables, figures, appendixes, should follow APA style.</td>
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<td>No APA style violation is observed (5 points)</td>
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<td>Few APA style violations are observed (2.5 points)</td>
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<td>Many APA style violations are observed (0 point)</td>
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<td>The content of the manuscript should make strong logic flow with clear transition between paragraphs/sections, and free from typo, misspellings and grammatical errors</td>
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<td>Many typos, misspellings, grammatical errors, no observation of APA, including tables and figures, improper citation, lack of flow (0 point)</td>
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Appendix C: INDIVIDUAL DEVELOPMENT PLAN (IDP)

An Individual Development Plan (IDP) is an essential planning document that identifies your goals and objectives. It is expected that all graduate students will utilize an IDP throughout their graduate experience, with the assistance of their advisor/faculty mentor. Use the University of Missouri Graduate School’ fillable IDP template, as well as programming aligned with our gradESSENTIALS program of professional development categories.

### STEPS

<table>
<thead>
<tr>
<th>STEPS</th>
<th>FOR GRADUATE STUDENTS …</th>
<th>FOR ADVISOR/MENTORS…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Take inventory of yourself. Reflect on skills, strengths, and areas for development. Outline long-term career objectives.</td>
<td>Become familiar with available career and professional development opportunities.</td>
</tr>
<tr>
<td>2</td>
<td>Consider career and professional development opportunities with mentor. Prioritize your goals. Select opportunities of interest.</td>
<td>Discuss career and professional development opportunities with student.</td>
</tr>
<tr>
<td>3</td>
<td>Write an IDP and share with your advisor and/or mentor. Revise IDP based on feedback and suggestions.</td>
<td>Review the IDP, discuss it with student, suggest (and assist with) revisions.</td>
</tr>
<tr>
<td>4</td>
<td>Implement the plan, and revise IDP as needed, at least annually. Use the IDP as part of annual review with your academic department.</td>
<td>Establish regular review of progress and help revise the IDP as needed, at least annually. Use the IDP as part of annual review of graduate student progress.</td>
</tr>
</tbody>
</table>

### EXPECTATIONS

**Student**

- Take primary responsibility for the successful completion of my degree, and my personal and professional development
- Actively seek out advice and feedback from my advisor, faculty mentor(s), committee, peers, and colleagues
- Meet regularly with my advisor and faculty mentor(s); provide them with updates on the progress and results of my activities

**Advisor/Mentor**

- Be committed to a student’s education, training, and holistic development as a future member of the professional community
- Encourage students to set reasonable goals and establish a timeline for completion, providing honest feedback on an ongoing basis
- Lead by example and facilitate training in complementary skills needed to for a successful career, utilizing the MU Graduate School gradESSENTIALS program as a framework for guiding students
The MU Graduate School has identified **essential transferable skills** important to the graduate student experience. These skills are incorporated throughout the IDP. The following descriptions will assist you in preparing for the self-reflection portion of the IDP process. A full description of **gradESSENTIALS**, as well as a list of in-person and online resources may be found at: [gradschool.missouri.edu/grad-essentials/](http://gradschool.missouri.edu/grad-essentials/)

---

**Creating an IDP**

**Step 1**

Job search strategies; preparing job search materials (resume, CV, cover letter); strengthening interviewing & negotiating skills; building a personal brand and network; entrepreneurship.

Pursuing answers to complex questions; conducting responsible research; grant writing; finding sources of funding; presenting and publishing your research.

Valuing differences & similarities; working across disciplines; engaging in new ideas & perspectives; being an ally & advocate; promoting equitable, inclusive, & respectful environments.

Exploring leadership philosophies & styles; understanding organizational dynamics, supervising & mentoring diverse individuals & teams; practicing conflict resolution; participating in project management; appreciating civic engagement.

Designing curriculum; facilitating discussion; providing constructive feedback; training in teaching technologies & modalities; creating inclusive & supportive class environments.

Public speaking; explaining research to lay audiences; persuading others; learning specialized writing skills; digital literacy & responsibility; adhering to ethical conduct & integrity.

Maintaining physical, mental, & emotional health; adopting self-care strategies; building resilience & emotional intelligence; taking ownership of goal setting, organization, & decision making; managing financial resources; exploring work-life integration;

Obtaining depth/breadth of knowledge in subject area; demonstrating critical & analytical thinking & problem solving; keeping track of academic benchmarks, forms, & deadlines; successfully completing graduate milestones (e.g., qualifying exams, theses, dissertations).
Self-Reflection

Use this list of questions as a starting point for self-reflection:

What are my… | Fill in your response:
---|---
◆ Career goals?
◆ Strengths and challenges?
◆ Short-term and long-term goals for academic and professional success

Indicate your perception of your level of confidence/competence on these transferable skills. Place an “X” or checkmark to indicate your rating. Or you can add a note to reflect on your level of competence.

<table>
<thead>
<tr>
<th>gradESSENTIALS</th>
<th>Low Confidence/ Low Competence</th>
<th>Some Confidence/ Some Competence</th>
<th>High Confidence/ High Competence</th>
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<tbody>
<tr>
<td>Career development and exploration</td>
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<td>Scholarly development</td>
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Prioritize Your Goals

Step 2
These are considerations as you create and adjust a professional development plan specific to your academic experience, as well as your personal and professional goals:

- What career line interests you? Faculty position? Academic staff position? Industry? Policy?

- How to organize the IDP into the areas you hope to grow?
  - Academic focus areas of teaching, research, and service
  - Skills specific to your field
  - Involvement and leadership in campus, community, and professional associations

- Review the goals you are developing to assess the viability of your plan. Are they SMART?
  
  **Specific:** Have I made clear precisely what needs to happen in each area?
  **Measurable:** Will I know whether I have achieved my objective or not?
  **Attainable:** Are the goals and objectives doable?
  **Result-oriented:** Will my plan and strategy help to move me toward my goals?
  **Time-limited:** Does the plan include realistic time points and due dates?

### Write an IDP

Use the IDP template (page 6) to lay out your goals for the coming year. What do you want to achieve?

- Consider how you may want to grow within the categories identified in gradESSENTIALS, and check benchmarks in your academic department and college
- Remember the categories are meant to be used as a guide; you do not have to write goals for every category, or have 3 goals for each category in the IDP template
- It is a good idea to think about all areas of your life and how you might grow personally and professionally; do not rely solely on your academic program or the university for your professional development, as opportunities are found in many places
- The IDP does not have to be filled out completely – it is for YOUR goals
Revise IDP (as needed, at least annually)

◆ Meet with your advisor and/or faculty mentor to discuss the IDP, specifically the progress made and for new goal setting

◆ You should meet with your advisor each spring semester to receive and discuss annual review feedback; the IDP (along with your CV/resume) will be helpful to cataloging your progress

◆ Keep your IDP in a place where you can review it frequently, to help you keep on track with your goals

◆ Build your professional portfolio. As your skills build, be sure to incorporate your experiences into your job search materials. Depending on your career goals, the following list are examples of items you may need to develop as you prepare for the job search:
  
  o Cover letter
  o CV/resume
  o Reference list
  o Brief bio
  o Professional headshot
  o Teaching philosophy
  o Research philosophy
  o Diversity statement
  o Student evaluations (from teaching)
# IDP Template

Name: ___________________________________________________________________________________

Degree Program: __________________________________________________________________________

Advisor/mentor: ___________________________________________________________________________

Date IDP created: __________________________________________________________________________

Date IDP updated (if applicable): _______________________________________________________________________

Remember the categories are meant to be used as a guide; you do not have to write goals for every category, or have 3 goals for each category in the IDP template.

## Scholarly Development (academic milestones, subject area expertise)

<table>
<thead>
<tr>
<th>Goals for upcoming year</th>
<th>Actions</th>
<th>Resources</th>
<th>Timeline</th>
<th>Notes</th>
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### Research & Innovation

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### Career Development & Exploration

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**Inclusive Excellence**

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**Leadership & Community Engagement**

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**Teaching & Learning**

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**Communication & Professionalism**

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**Health & Wellness**

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**Additional Category** (e.g. practicums, clinical experience, entrepreneurship): _______________________________

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**Accomplishments and Experiences**

*An optional space to keep track of your notable accomplishments, new or memorable experience that helped shape your worldview:*

Advisor/Faculty mentor signature (optional): ________________________________