

**Ph.D. PROGRAM
in SOCIAL WELFARE**

2012-2013

Student Handbook

Director of the Ph.D. Program: Dr. Joel Blau

**School of Social Welfare
Health Sciences Center – L2093
Stony Brook University
Stony Brook, New York 11794-8231**

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August, 2012

Greetings:

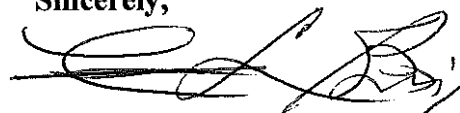
Welcome Ph.D. students. I look forward to all of us – students, faculty and staff- working together in the coming year toward our common educational and social goals.

This Handbook contains the School's educational policies which affect you. The information contained here should be of help to you as we work jointly toward your becoming leaders in the profession of social work. I know you will read it carefully and keep it available for ongoing reference.

We begin this year with serious challenges to the whole concept of social welfare in our society, This is all the more reason for us to reaffirm our commitment to the values which brought us to this profession.

I look forward to the opportunity of getting to know each of you well in the weeks and months to come. In the meantime, you have my most sincere wishes for a productive and satisfying year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frances L. Brisbane', written over a horizontal line.

Frances L. Brisbane,
Ph.D. Dean, School of
Social Welfare

Mission of the School of Social Welfare

The School of Social Welfare is committed to a more just society based upon equality, human dignity and social justice. We believe that inequality and injustice are embedded deeply in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifested in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disabilities, among others.

Our purpose is to prepare students for professional social work practice in the public and nonprofit sectors of health and social welfare. The school's educational process enables students to identify and analyze the nature of oppression. This theoretical framework then helps them to engage in social work practice that affirms people's strengths in order to effect social change both in their own lives and in the broader society. The School therefore stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice and individual and group self-determination.

We affirm the necessity to prepare students to (a) support the development of human relationships that are grounded in social justice, human dignity and mutual respect; (b) develop new and more just organizational forms; (c) transform already existing structures to ones that affirm and enhance human dignity and human diversity; and (d) identify new ways to influence social, economic, and political systems to distribute power, resources, rights and freedom so as to achieve social justice.

The Ph.D. Program

Program Purpose

The primary purpose of the School's Ph.D. program is to produce scholars competent in systematic research methods, teaching, and professional writing. Our focus is on contributing to existing knowledge concerning social welfare problems and professional social work practice, including direct service with clients, the organization and management of service delivery systems, and the formulation and analysis of social welfare policies. Our intent is to develop leaders and educators who can effectively contribute to contemporary social work practice in ways congruent with the stated mission of the School.

Graduates of this program will have the skills to expand the base of tested knowledge that can guide the profession of social work in its efforts to address major social problems. The core of this program is education for scholarly research leading to careers as teachers, researchers, and policy analysts. Our substantive focus is on health, broadly conceived, and includes such topics as mental health, aging, substance abuse, health services, and health/social welfare policy. Our location in the University Stony Brook Medical Center permits us extensive access to the health sciences, as well as the social and behavioral sciences and social work knowledge and

experience. This rich interdisciplinary environment provides students with the opportunity to bring together elements of diverse basic and theoretical disciplines in applied policy or program analysis in the social dimensions of health and illness.

The Curriculum

Students in this program focus their studies in two areas: a substantive social problem or issue in social welfare, and research methodology related to developing and testing knowledge in that area. A substantive area is usually characterized by the existence of an identifiable social problem about which the student will develop expertise. Substantive knowledge should include concerns related to diversity - particularly race, class, gender, and sexual orientation - as they are affected by the topic under consideration. The student's study should also incorporate a range of intervention strategies and public policies to be used to effect relevant social change. The program offers students the opportunity to develop their research focus through required courses, tutorials, and electives. The requirements of the integrative paper, oral exam, and the dissertation serve as the ultimate venues in which the students' studies are established.

Program Components

The program structure consists of 10 required classroom courses (30 credits); a minimum of 3 electives (9 credits); a research practicum (6 credits); a teaching practicum (3 credits); fulfillment of a contract between the research practicum preceptor and student to be submitted to the director of the doctoral program the last week in September; the integrative paper and oral exam; a dissertation seminar (6 credits) and the production and defense of a scholarly dissertation. The minimum number of credits required for graduation is 54.

Requirements of the Ph.D. Degree

The following are the requirements for the receipt of the Ph.D. in Social Welfare from this program:

- One year in residence.
- Satisfactory completion of all required and elective courses.
- Satisfactory completion of research and teaching practica.
- Satisfactory performance on the integrative paper and oral exam.
- Admission to candidacy by vote of the Doctoral Committee at completion of the qualifying exam.
- Completion of and successful defense of a dissertation.
- Completion of all work toward the degree within seven years of admission to the program. Upon evidence of substantial progress, the Graduate School may grant a one year extension.

Required Courses

The following fifteen courses (45 credits) are required of all students in the program:

Statistics I and II (HWC 600 and HWC 601)

Research Methods I and II (HWC 602 and HWC 603)

Research Practicum I and II (HWC 606 and HWC 607)

Social Welfare Policy Analysis I and II (HWC 608 and HWC 609)

Organizational Theory and Social Welfare Administration (HWC 610)

Knowledge Building in Social Welfare: Philosophy of Applied Social Research (HWC 611)

Theories of Social Work (HWC 612)

Seminar in Social Work Education (HWC 613)

Teaching Practicum (HWC 614)

Dissertation Seminar I and II (HWC 615 and HWC 616)

Elective Courses

Students will be required to take a minimum of 3 electives to complete the program, at least one of which must be taken outside the School of Social Welfare. Under normal circumstances, these electives should be 600-level courses in a relevant discipline, though some 500-level courses may be appropriate for doctoral students in the School of Social Welfare. Students may substitute only one independent study course for one elective. The faculty strongly encourages students to choose electives in those social science departments (sociology, economics, political science) that are most likely to enrich their dissertation's theoretical framework. Because registration across campus is often first-come, first-served, students are also urged to register early for these courses and to discuss their choice of electives with their faculty advisor.

Research Practicum

The Research Practicum will be scheduled in the second year for full-time students, and in the third year for part-time students. The purpose of the practicum is to enable doctoral students to have a hands-on involvement in a research project under the supervision of a faculty member who is actively engaged in a research endeavor. In this setting, students will apply and develop the set of technical skills, core values, and ethical imperatives they have learned in their research

courses. They will also gain familiarity with the real world circumstances and contingencies that affect the research process.

Either a faculty member or an on-site preceptor will serve as the student's supervisor for the practicum. The preceptor must be research-qualified at the doctoral level and have been accorded Affiliated Faculty status at the School of Social Welfare. Students are also assigned an academic faculty advisor. Students meet with their faculty advisor at the beginning of the academic year to discuss their research practicum.

The on-site preceptor and the faculty advisor must maintain communication to ensure a high quality learning experience for the student. The preceptor will develop a contract that details the student's responsibilities in the research practicum and is responsible for guiding all research-related activities.

Students invest 10 hours per week for two semesters in the practicum research project. The preceptor assigns the research project based on the stage and phase of the project at the time that the student joins. The practicum is designed as a supervised and structured experiential education. For this reason, student proposals for independent study as a substitute for the research practicum will not be allowed.

The School of Social Welfare has established partnering relationships with on-campus affiliates and off-campus not-for-profit and government agencies. These partnerships have resulted in some research practica carrying student stipends. Like practica within the School, assignment of students to these sites is the responsibility of faculty, who have developed a process for that purpose. This process involves a faculty committee appointed by the Director of the Doctoral program. The committee assists and advises the Director in assigning students to practica, taking into account the interests of the students, their technical competencies, the availability of practica, the availability of stipends, and the partnering strategy of the School, as well as any other relevant factors.

Teaching Seminar and Practicum

Since many graduates may assume faculty or administrative positions in higher education, this program provides training in effective teaching. This educational practicum is generally a supervised teaching experience of a master's or undergraduate level course in the School of Social Welfare. It may also be a supervised experience in some aspect of academic administration such as curriculum development, project planning, or proposal development. The educational practicum is required of full-time students in the third year of study, and of part-time students in their fourth year.

An individualized plan is developed for implementing the teaching practicum. Practice may include teaching a section of a required master's or undergraduate level course; working as a teaching assistant with a faculty member, and/or co-teaching and working with curriculum committees and area sequences in curriculum development. Regardless of the particular arrangement, it is assumed that the student will be primarily responsible for at least half the classroom sessions, under the supervision of the faculty.

Program Components and Their Sequence

1. Full-Time Option

Full-time students may complete the program in as little as four years. In the first three years, students take three courses in each semester.

The integrative paper is submitted before the start of the third year or when 36 credits of required course work are completed. The student then selects a dissertation topic and begins formulating a proposal. Formal admission to candidacy, choice of a dissertation chair and committee members, and approval of the proposal occurs at the end of the third year. The fourth year will be spent researching and writing the dissertation.

The sequence of courses and other related activities in the full-time track of the program is as follows:

First Year

First Semester (1)

HWC 600	Statistics I	3 credits
HWC 602	Research Methods I	3 credits
HWC 612	Theories of Social Work	<u>3 credits</u>
		9 credits

Second Semester (2)

HWC 601	Statistics II	3 credits
HWC 603	Research Methods II	3 credits
HWC 608	Social Welfare Policy Analysis I	<u>3 credits</u>
		9 credits

Second Year

First Semester (3)

HWC 606	Research Practicum I	3 credits
HWC 609	Social Policy Analysis II	3 credits
HWC 611	Knowledge Building in Social Welfare: Philosophy of Applied Social Research	<u>3 credits</u>
		9 credits

Second Semester (4)

HWC 607	Research Practicum II	3 credits
HWC 610	Organizational Theory and Social Welfare Administration	3 credits
500/600 level	Elective	<u>3 credits</u>
		9 credits
Submission of Integrative Paper		
Oral Exam		

Third Year*First Semester (5)*

HWC 613	Seminar in Social Work Education	3 credits
HWC 615	Dissertation Seminar I	3 credits
500/600 level	Elective	<u>3 credits</u>
		9 credits

Second Semester (6)

HWC 614	Teaching Practicum	3 credits
HWC 616	Dissertation Seminar II	3 credits
500/600 level	Elective	<u>3 credits</u>
		9 credits

Admission to Candidacy
Dissertation Proposal Approval

Fourth Year

Dissertation Research
Dissertation Defense

2. The Part-Time Option

Students who are approved for the part-time option of the program shall take a minimum of six credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements, they must also take 9 credits in each of two consecutive semesters. This requirement is usually fulfilled in their second year.

At the end of the third year, part-time students submit a research proposal of publication quality and prepare an integrative paper. They develop an approved dissertation proposal in their fourth year and begin dissertation research in their fifth year.

The sequence of courses for the part-time option of the program is as follows:

First Year

First Semester (1)

HWC 600	Statistics I	3 credits
HWC 602	Research Methods I	<u>3 credits</u>
		6 credits

Second Semester (2)

HWC 601	Statistics II	3 credits
HWC 603	Research Methods II	<u>3 credits</u>
		6 credits

Second Year

First Semester (3)

HWC 611	Knowledge Building Social Welfare: Philosophy of Applied Social Research	3 credits
HWC 612	Theories of Social Work	3 credits
500/600 level	Elective	<u>3 credits</u>
		9 credits

Second Semester (4)

HWC 608	Social Welfare Policy Analysis I	3 credits
HWC 610	Organizational Theory and Social Welfare Administration	3 credits
500/600 level	Elective	<u>3 credits</u>
		9 credits

Third Year

First Semester (5)

HWC 606	Research Practicum I	3 credits
HWC 609	Social Policy Analysis II	<u>3 credits</u>
		6 credits

Second Semester (6)

HWC 607	Research Practicum II	3 credits
550/600 level	Elective	<u>3 credits</u>
		6 credits

Submission of Integrative Paper
Oral Exam

Fourth Year

First Semester (7)

HWC 613	Seminar in Social Work Education	3 credits
HWC 615	Dissertation Seminar I	<u>3 credits</u>
		6 credits

Second Semester (8)

HWC 614	Teaching Practicum	3 credits
HWC 616	Dissertation Seminar II	<u>3 credits</u>
		6 credits

Admission to Candidacy
Dissertation Proposal Approval

Fifth Year

Dissertation Research
Dissertation Defense

Rules and Regulations

1. Advancement to the Next Year of Study

Upon successful completion of each year's required course work, the student may register for the next year. The student must maintain an overall grade point average (GPA) of 3.00 or better in order to continue in the program. Should a student receive a B- in any required course, the faculty advisor schedules an academic assessment meeting in order to develop a plan that will ensure the student's future success in the doctoral program. The faculty advisor submits a description of this plan to the director of the doctoral program. If student does not adhere to this plan, the doctoral committee will decide the issue of his/her academic standing.

2. Grades of "I" (Incomplete) and "F" (Failure)

Final grades for students granted temporary reports of an Incomplete must be submitted by the first day of the classes of the semester following the Incomplete. However, the instructor may require that work be completed at any time prior to the end of the Incomplete extension period. Students should confer with their instructors to establish how far in advance of the deadline the work must be completed. If final grades are not reported to the Office of Records/Registrar by the specified dates, the grade of I will automatically change to I/F.

In the case of the following sequential courses, however, no student may begin the second course in the sequence without first having satisfactorily completed the prerequisite with a grade of B or better. These sequential courses are Statistics I and II (HWC 600 and 601), Research I and II (HWC 602 and 603), Research Practicum I and II (HWC 606 and 607), Social Policy Analysis I

and II (HWC 608 and 609), and the Dissertation Seminar I and II (HWC 615 and 616). For these linked courses, the six week grace period does not apply.

3. Academic Probation

Students who do not maintain a "B" (3.0) average will be placed on academic probation. Students who fail to earn a 3.0 average in the first semester following the one in which they were placed on probation, or who fail to raise their overall grade point index to 3.0 within two semesters, will be asked to leave the program.

4. Doctoral Examination

The doctoral examination in the Ph.D. program requires the preparation of an integrative paper that is designed to synthesize the student's knowledge in policy and research while applying this knowledge to a substantive area of social welfare. This paper should be between forty and sixty pages long and is due on the Monday before the late August orientation that begins the third year. With the approval of the student's committee, an oral defense of this paper occurs during the first week of classes.

The sequence for preparing this paper is as follows: by late February of their second year, students are responsible for forming an Integrative Paper Committee. This committee will have three faculty members, including one each from Policy, Research, and the substantive area addressed in the paper. The faculty member whose substantive area is addressed in the paper serves as chair of the committee. The student will convene a meeting of this committee no later than the week after Spring Break. The committee will assist the student in conceptualizing the outline for the paper and evaluate the quality of the final product.

Evaluation of the integrative paper and the oral defense leads to four possible outcomes:

1. *Passing*: The paper and defense demonstrates the student's successful integration of the knowledge and skills taught in the doctoral program and reflects the ability to apply this learning to a substantive area in social welfare.
2. *Minor Revisions*: If the student's paper requires minor revisions, the student has two weeks to complete them and resubmit the paper to the committee. The oral defense will be rescheduled the following week.
3. *Major Revisions*: If the student's paper requires major revisions, the student will be required to take the semester off in order to rewrite and resubmit the paper. The deadline for resubmission is the last week in November. The oral defense will be scheduled for the first week in December.
4. *Failure*: If the student's paper fails to demonstrate adequate mastery of policy, research, and a substantive area, the committee may vote to fail the student after either the initial or the second submission of the paper. This outcome will lead to the student's termination from the program.

Students should review the summary of the various policy models for more detailed guidance about preparation of the integrative paper (see Appendix I).

5. Advancement to Candidacy

A student may be Advanced to Candidacy when all Graduate School and program requirements for the degree other than the dissertation have been completed. Full-time students advance to candidacy after completion of the third year of course work. Part-time students advance to candidacy after completion of the fourth year of course work. In order to advance to candidacy a student must have only letter grades on their transcript. Students cannot Advance to Candidacy with Incompletes on their transcript. Paperwork must be submitted to the Graduate School and approved before the start of the following semester in order to register for Dissertation Research.

Advancement to Candidacy is granted by the Dean of the Graduate School upon recommendation of the Graduate Program Director in the School of Social Welfare.

Students should not assume that the faculty members who served on their integrative paper committee will be the same faculty who serve on their dissertation committee. (See below: Dissertation Committee.) Students should also review the summary of procedures for advancement to candidacy (appendix II).

6. The Dissertation

Candidates must submit a dissertation embodying the result of original scholarly research that represents a contribution to social work knowledge. Once students submit and successfully defend their integrative paper, they will be ready to begin the dissertation process. The first steps will be to develop a preliminary dissertation proposal, identifying a dissertation sponsor and submitting the sponsor's name to the Director of the Ph.D. Program.

The Dissertation Committee

The dissertation committee will consist of four faculty members. Three will be from within the School of Social Welfare. The fourth will be a distinguished expert external to the School. One of these faculty members shall be designated the "Dissertation Sponsor." It is preferable that the Dissertation Sponsor, who is responsible for overseeing all aspects of the dissertation's preparation, have substantive expertise in the subject under investigation. In addition, another faculty member designated the "Dissertation Chair" shall be responsible for procedural integrity of the dissertation defense. The dissertation committee approves the dissertation topic and plan at the dissertation proposal review. Upon approval of a topic and plan, the committee is responsible for supervising the student's dissertation and conducting the examination of the student at the dissertation defense. Successful dissertations are then forwarded for final approval to the Dean of the School of Social Welfare and the Graduate School.

Changing the Composition of the Dissertation Committee

Consistent with the rules of the Graduate School, doctoral candidates have the right to select the members of the dissertation committee. If candidates want to alter the composition of their

committee, they may do so in consultation with the Dissertation Sponsor, who will report this change to the Director of the Ph.D. program. If a candidate wishes to change the Sponsor of his/her Dissertation Committee, the candidate may do so after consultation with the Director. The Director, however, retains full responsibility for approval of any subsequent requests to change the Dissertation Sponsor. Moreover, because such requests may call into question the feasibility of the entire dissertation project, they will be subjected to increasing scrutiny.

Formal Review of the Dissertation Plan

When a Dissertation Sponsor has been appointed, s/he will schedule a dissertation proposal review meeting. The purpose of this meeting is to review and approve a student's plan for dissertation research. The review can be scheduled only after the student has received candidacy status. The student is notified of the proposal review at least two weeks in advance. At this meeting, the student will present the research design, including problem definition, preliminary review of the literature and conceptual framework, research questions or hypotheses, sampling plan, measures, data collection strategies, and data analysis method. When all the committee members have formally approved and signed off on the proposal, the student proceeds with the research. Committee members may be called upon for consultation in preparing the proposal. In addition, all research projects involving human subjects must be approved by the University's Committee on Research Involving Human Subjects (CORIHS). To receive approval, students must complete an Application for Research with Human Subjects, have it reviewed and signed by the School's Research Compliance Liaison, and submit it to CORIHS for approval. Once obtained, CORIHS approvals must be renewed annually.

The Dissertation Committee may make a later request that the plan be revised and schedule an additional meeting to review changes.

The Oral Dissertation Defense

Before final approval of the dissertation, the Dissertation Committee will schedule an oral examination at which the candidate must satisfactorily defend the dissertation. These examinations will take place only during the academic year. No defense will be scheduled in the summer.

Students are expected to contact each committee member before the defense for comments and suggestions. These can be incorporated into the defense copy of the dissertation or acknowledged verbally at the defense. The Committee may require the student to complete changes to the satisfaction of the Chair, or for more substantial alterations, the Committee may ask a student to make changes and schedule another defense.

At least three weeks before the Defense, the student should submit a review copy of the dissertation to committee members. Review copies should be fully completed, final products.

Steps in the Dissertation Process

1. The student completes the integrative paper satisfactorily and achieves candidacy status.

2. The student meets with the Director of the Doctoral Program to discuss dissertation plans and identify the prospective dissertation sponsor and committee members. The sponsor shall be responsible for supervising all aspects of the student's research and ensuring timely communications among the members of the committee.
3. The committee is formalized, and the student is notified.
4. The dissertation topic is finalized with the assistance of the sponsor of the dissertation; a review of the literature is begun. Tentatively research questions are identified, and/or hypotheses specified. The decision is established and a time line for completion is developed.
5. Dissertation proposal review preparation takes place. A rough draft of the proposal is written. This includes description of design, research questions and/or formalized hypotheses, measures, sampling procedures, analytical procedures, copies of instruments and/or data collection protocols, expected findings, and time line. It specifies the literature to be reviewed and identifies a theory-based, empirically-oriented conceptual framework.
6. A dissertation proposal review date is set with the dissertation sponsor.
7. Dissertation proposal review materials are distributed to the committee at least two weeks in advance.
8. After review, the committee's suggestions and requests are incorporated into the revised proposal, which the committee members then sign off on.
9. Writing of introduction, literature review, and methods chapters is begun.
10. Application to the Committee on Research Involving Human Subjects (CORIHS) is submitted (if needed). The University research protocol requires all individuals who are involved in human subjects research, and who will work directly with subjects, or with data or biological specimens derived from subjects or patients, to successfully complete one of two training programs offered by the University. Certification is valid for three years. If all such individuals are not trained, work on ongoing projects must be suspended, and IRB approval for pending projects will be withheld until such time as all individuals are identified, and training verified, by the Office of Research Compliance. For further information about CORIHS, refer to the CORIHS website available through the University's homepage. For information about the status of your CORIHS application, look at this website under your sponsor's name.
11. The research is conducted.
12. The sponsor and committee members review drafts. Students apprise members of progress and utilize them as consultants and advisors.
13. When the sponsor and all committee members agree that the dissertation is acceptable, they sign the "Readiness for Dissertation Defense" Form and schedule a defense for three weeks later.

14. The chair oversees the dissertation defense, and the committee approves or requests revisions.
15. Revisions are incorporated on the basis of comments from committee members if needed.
16. After the final reading, the Dissertation Committee Chair and members sign the approval form, which is forwarded to the Dean and Graduate School.
17. A copy of dissertation is sent to the library.

Graduate Assistantships

All students receiving graduate assistantships are expected to provide service to the School of Social Welfare. The School will define the exact nature of the service, which will not include teaching. It is the policy of Stony Brook University that students receiving a half graduate assistantship be required to provide 7.5 hours per week of service to the School of Social Welfare and those receiving a full graduate assistantship provide 15 hours per week of service to the School of Social Welfare.

The Program Administration

Director of the Doctoral Program

The Director of the Doctoral Program is a senior full-time faculty member of the School of Social Welfare appointed by the Dean of the School. In addition to teaching, advisement, and program management, the Director represents the program in the School's Executive Committee, the University's Graduate School, and the Group for the Advancement of Doctoral Education (GADE).

The present director of the program is Dr. Joel Blau. His office is located at the School of Social Welfare, Room 093L, Level 2 of the Health Sciences Center. His telephone number is 631/444-3149, and his e-mail address is: Joel.Blau@stonybrook.edu

Doctoral Committee

The Dean appoints the Doctoral Committee. Consisting of members of the doctoral faculty and two doctoral students, it is responsible for doctoral program policy. Student members do not participate in evaluative processes related to other students. Cultural, racial and gender diversity will be evidenced in the composition of the committee.

The Doctoral Committee for the academic year 2012-2013 is composed of:

- Dr. Joel Blau, Chair, telephone number 631/444-3149
- Dr. Harvey Farberman, telephone number 631/444-3163
- Dr. Jeanne Finch, telephone number 631/444-3167
- Dr. Iris Cohen Fineberg, Ph.D., telephone number 631/444/3164

(ex-officio member)

Dr. Kathleen Monahan, telephone number 631/444-3152

Dr. Richard Morgan, telephone number 631/444-6926

Dr. Carolyn Peabody, telephone number 631/444-3165

Dr. Fuhua Zhai, telephone number 631/444-3176

Two Doctoral Students

Doctoral Faculty

All members of the School of Social Welfare faculty who actively participate in the doctoral program as classroom teachers, practice preceptors, dissertation chairs or committee members, are designated as members of the doctoral faculty. Those faculty members from other schools and departments within the University who similarly participate in the program on an "affiliated" basis are also designated as doctoral faculty members. Individuals external to the university from other universities or community organizations who provide practica preceptorships will be designated as adjunct doctoral faculty members for that period of time in which they are actively engaged in such activity.

All doctoral faculty will participate in the advisement and administration of qualifying examinations, and implementation of the policies and procedures of the program.

Faculty Advisement

In their first year, the Director of the Doctoral program assigns faculty advisors to all doctoral students based on their faculty availability. Students are encouraged to meet with their faculty advisors early in their first year. In consultation with the Director of the Ph.D. Program, they may change their faculty advisors at any time subsequent to this initial assignment.

Graduate School Guidelines are available on the University Graduate School website. All Graduate School policies and procedures are available in the Graduate Bulletin. Students are expected to become familiar with these. <http://sb.cc.stonybrook.edu/gradbulletin/current/regulations/> There is also a link to this document on the School of Social Welfare's web site: <http://socialwelfare.stonybrookmedicine.edu/academics/phdhandbooks>

Doctoral Program Administrative Assistant

The position of Administrative Assistant of the Doctoral Program is currently vacant. Until further notice, please contact your Faculty Advisor or Dr. Joel Blau. The Administrative Assistant office is located in the School of Social Welfare, Room 093S, Second Level of the Health Sciences Center. Her telephone number is 631/444-8361.

Appendices

Appendix I

Integrative Paper – summary of the various policy models

Appendix II

Advancement to candidacy

APPENDIX I

INTEGRATIVE PAPERS --THREE MODELS

May, 2010

Doctoral students have asked for more details about what we expect in their integrative papers. In response to these concerns, the doctoral faculty has detailed three possible models for the theory, research, and policy analysis on which these papers are based. They are as follows:

Model 1: No policy currently exists, but the student draws on existing research and theory to propose one. The student deploys this model when research and theory point the way to policy development, but that development has not yet spilled over into the policy realm. In this case, if you imagine research, theory, and policy as three different silos, research and theory would be much taller than the policy silo.

Model 2: This model involves a *prior* analysis, where the student carries out a policy analysis on a policy that has been proposed but not yet implemented. This is the kind of policy analysis that you would conduct if you were the policy advisor to an elected official who wanted your advice about the likely consequences of some specific piece of legislation. Here, since research, theory, and policy are all well developed, it may be helpful to imagine the silos as of equal height.

Model 3: This model is an *ex post facto* analysis, in which the student analyzes an existing policy to examine its effects and suggest modifications that might improve the outcome. For example, a student who did an integrative paper on the 1996 TANF legislation is engaging in an *ex post facto* policy analysis. Although research and theory also continue to develop after the passage of legislation, the multiple ramifications of an existing policy make this silo of at least equal or even greater height.

Of course, one confounding factor affects the neatness of these models: they all assume that politics allows policy analysts to be both completely independent and completely rational. Since this is, unfortunately, not the way the real world works, we have to acknowledge deviations from these models--especially models #2 and #3--where the research does not justify the policy. In these circumstances, despite inadequate or contraindicative research, a policy might be implemented anyway.

Nevertheless, it is important to recognize that any of these three models constitutes an acceptable integrative paper. The key to success, however, is to determine which model best suits your topic: in other words, don't shortchange theory if there is lots of theory, research if there is lots of research, or policy, if there is an existing policy. By now, you are presumably well versed in your subject matter and can assess 'the state of the art' of its theory, research, and policy. The model you select should then follow quite easily.

APPENDIX II

ADVANCEMENT TO CANDIDACY

At some point during the student's third year in the doctoral program (typically at the completion of the dissertation seminar or during the summer following the dissertation seminar, but no later than August of the student's fourth year), the student will have:

- Formed a dissertation committee
- Submitted a dissertation proposal to the committee
- Secured preliminary dissertation committee approval
- The following information is to be sent to the School of Social Welfare Doctoral Program Office: proposed title of dissertation, which may change during dissertation research and the names of three faculty from the School of Social Welfare to serve as committee members. You must identify the faculty member from the School of Social Welfare who will serve as the advisor/sponsor.

Once the student has formed a committee and completed all Graduate School and departmental requirements other than the dissertation or its equivalent, the School of Social Welfare will prepare paperwork to be sent to the Graduate School for Advancement to Doctoral Candidacy.

According to Graduate School policy:

- Students must advance to candidacy 12 months before the beginning of the semester in which they plan to defend their dissertation.
- The faculty member who supervises the dissertation research may not chair the final defense examining committee.
- All students who have been approved and Advanced to Candidacy are G5 status. Every G5 doctoral student must be registered each semester for Dissertation Research. Full-time G5 students who are receiving tuition scholarships must register for 9 credits of Dissertation Research. If you register for 1 credit Dissertation Research, you are considered a part-time student, which may have implications for student loans, deferments, etc. The Graduate School had created three course number designators for Dissertation Research.

HWC 699 'Dissertation on Campus' – for G5s to register if a major portion of their research will take place on Stony Brook University campus, Cold Spring Harbor, or Brookhaven National Labs.

HWC 700 'Dissertation Research off Campus – Domestic' - for G5s when a major portion of the student's research will take place off campus but in the United States and/or U.S. provinces.

HWC 701 ‘Dissertation Research off Campus – International’ – for G5s when a major portion of research will take place outside of the United States and/or U.S. provinces.

(Please note – you should register for HWC 699 unless you are considering your Dissertation Research at a University other than Stony Brook. If the primary resource for your research is Stony Brook University, you should register for HWC 699, even if you are not physically at the University.)

- G5 students are considered full-time students with 9 credits. Only those students who have Advanced to Candidacy will receive a tuition scholarship providing they are registered for 9 credits. A G5 student who has registered for one credit is considered a part-time student.
- You must apply for graduation in the semester you and your committee agrees you will be ready to defend your dissertation. The online form can be found at the Graduate School’s website at www.grad.sunysb.edu (Go to Academics – Graduation Information – Application for Graduation). All students must complete the Application for Graduation form in accordance with published deadlines.

At this point, when the information is available, please submit to the Doctoral program Office the following:

1. Preliminary Dissertation Committee Approval information. This includes name of student, Stony Brook I.D. number, title of Dissertation, faculty advisor/sponsor, and two additional faculty members from the School of Social Welfare. (The Committee members may change before the final “Request for Dissertation Examining Committee Appointment and Authorization to Schedule a Dissertation Defense” form is submitted to the Graduate School).
2. Once the Preliminary Dissertation Committee information had been sent to the School of Social Welfare Ph.D. Program Office and all Graduate School and program requirements for the degree other than the dissertation have been completed, paperwork is sent to the Graduate School for Advancement to Candidacy. Advancement to Candidacy is granted by the Dean of the Graduate School upon recommendation of the Graduate Program Director. As stated above, students must advance to candidacy one year (12 months, two semesters) before the beginning of the semester in which they plan to defend their dissertation.
3. The semester you anticipate defending your dissertation you must submit to the School of Social Welfare Ph.D. Program Office the following information: Student’s Name, I.D. Number, Title of Dissertation, Dissertation Defense Sponsor, Dissertation Defense Chair, on additional committee member from the School of

Social Welfare, and outside committee member. The outside committee member's vita must accompany the information. Paperwork is prepared to go to the Graduate School. This must be submitted to the Graduate School by Day 15 of classes during the semester of the defense or at least four weeks before the examination and/or defense, whichever comes first.

4. At least one month prior to the Dissertation Defense, students must complete a 350 word Doctoral Defense Announcement Abstract using the form found at the Graduate School website. This is to be sent electronically to Dr. Joel Blau. Dr. Blau will forward it electronically to the Graduate School.

If you have any questions or concerns, please do not hesitate to contact Dr. Joel Blau, 631-444-3149.