2017-2018

DOCTORAL

STUDENT
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This handbook is designed to provide direction and assistance to graduate students and faculty in the School of Social Work (SSW). This handbook gives doctoral students a valuable road map through the School’s activities, administration, educational programs, facilities, services, and student rights and responsibilities. Requirements and procedures specific to the PhD program are discussed in the handbook and additional information is available on the School of Social Work web page at http://www.socialwork.lsu.edu/. This guide is intended as a supplement to the LSU General Catalog - The Graduate School, which is the authoritative source for academic regulation of the University. It is the responsibility of graduate students to be familiar with the contents of the LSU General Catalog – The Graduate School, as well as this handbook. Students are also responsible for being aware of and meeting the deadlines printed in the Graduate Calendar which may be obtained from the Graduate School web page at http://www.lsu.edu/graduateschool/calendars.php. This current handbook was updated in September of 2016 by the SSW Doctoral Program Director and Office of Student Services. All information in the handbook is subject to change.

LOUISIANA STATE UNIVERSITY SCHOOL OF SOCIAL WORK

The LSU School of Social Work was founded in 1937 in the era of the “New Deal” programs, reflecting a growing national need for professional social workers in practice and administrative roles. Originally known as the Graduate School of Public Welfare Administration, the School has prepared many social workers in Louisiana and across the country for professional social work careers. The School is a charter member of the Council on Social Work Education and its master’s program has maintained continuous accreditation with that body since its inception. Its parent institution, LSU, is the flagship of the system of higher education in Louisiana and one of the original land grant universities. As part of this inheritance, the School is dedicated to the promotion of the wellbeing of its citizens, and this dedication guides many of our activities as social work educators to this day.

LSU SCHOOL OF SOCIAL WORK VISION, VALUES, MISSION & GOALS

Vision

The LSU School of Social Work (SSW) aspires to be a leading graduate school of social work, a vibrant center for intellectual development, a leader in promoting and supporting diverse communities, and an advocate for an integrated and inclusive model of social work, all within a learning environment that supports best educational practices and the LSU national flagship agenda.
Values

The guiding philosophy of the School of Social Work includes values that create a framework for ethical and informed social work education, research, and service. These values include:

- Embracing the ideals of equality, social and economic justice, and self-determination
- Focusing on person-in-environment as the central concept shaping our curriculum and practice
- Developing social work knowledge and disseminating said knowledge to students, communities, and policy makers
- Promoting healthy relationships, diversity, and multiculturalism in the community
- Advancing the profession of social work

Mission

The LSU School of Social Work contributes to social science knowledge and professional workforce development through research, theory development, and education of future researchers and professionals to improve the lives of individuals, families, and communities, especially oppressed and vulnerable populations.

The LSU Social Work PhD Program prepares the next generation of social work educators, researchers, administrators, and policy-makers to contribute to the knowledge base of the profession.

Goals & Objectives

In implementing its mission, the School of Social Work commits to:

1. Expand a nationally prominent MSW Program, being ranked among the top programs in the southeastern region and demonstrate a progressively improving national ranking;
2. Expand a nationally and internationally prominent PhD Program;
3. Expand our undergraduate opportunities;
4. Extend the reach of the Office of Social Service Research and Development (OSSRD);
5. Increase support for research, scholarship, instruction and community engagement;
6. Increase diversity among faculty, staff and students;
7. Bolster the infrastructure to maximize operations.

For more information about the LSU School of Social Work, please visit the School’s web page at: www.socialwork.lsu.edu
While the School’s primary educational focus is the Master of Social Work (MSW) degree (the advanced professional practice qualification in social work), the School also teaches undergraduate social work courses to about 700 students yearly as a service to the University. In the fall of 1996, the school began a multidisciplinary, research-based doctoral program, which requires 48 credit hours beyond the MSW, including course work and dissertation.

Currently, the School of Social Work has approximately 250 graduate students, 19 faculty representing the disciplines of social work and child and family studies, and 16 research associates and professional and support staff. The School faculty members count its teaching activities as central to their role. Faculty, however, also are vigorously engaged in scholarly inquiry and writing, grant-funded research, and contract research for social agencies in the state.

**PhD Program Philosophy**

We at the LSU School of Social Work believe that doctoral education in social work must involve first and foremost a passionate commitment to learning, and a specific commitment to the pursuit of new knowledge that can improve the lives of our client populations. The PhD Program at the LSU School of Social Work prepares the next generation of social work educators, researchers, administrators, and policy-makers to contribute to the creation of the knowledge base of our profession. We prepare students above all else to conduct empirical research targeted at the pressing needs of our client populations and service systems. Social work practitioners must have the highest quality up-to-date knowledge to strengthen the evidence base of their work, and it is the job of doctoral-trained social workers to provide this.

**ADMINISTRATIVE STRUCTURE AND GOVERNANCE OF THE SCHOOL**

The Director of the School of Social Work is responsible for the overall operations of the school, while the faculty administers the MSW & PhD programs. The Director of the Ph.D. Program works closely with the faculty and students to provide an advanced interdisciplinary degree that will equip graduates for roles in policy analysis, research, teaching, and the development of new knowledge for interventions and for addressing social problems and social welfare issues. The Director of Student Services works closely with students, faculty and the university at large to facilitate all aspects of student services and admissions. Various faculty committees monitor such SSW activities such as curriculum design, MSW field internship, research, and faculty recruitment and retention.

Students, alumni, faculty, and staff labor together as a professional community to produce the next generations of competent professional social workers by providing excellent education, scholarship, and MSW field learning. Students and alums exert potent influence on the direction and procedures of the School, where their representatives serve on School committees. Doctoral students are represented via standing committees of the SSW, including the Doctoral and OSSRD Committees, as well through the SSW Alumni Association.
STUDENT FACILITIES & SERVICES

The LSU School of Social Work is located in the Huey P. Long Fieldhouse, an historic building on campus which has in the past variously served as the Fieldhouse, the Student Union, and an athletic dormitory. Though the building suffers the effects of age, the School works hard to upgrade its appearance and usefulness. Important locations are:

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<td>Room 170: Soft drink &amp; snack machines</td>
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<td>Room 175D: MSW mailboxes and meeting room</td>
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<td>Rooms 184, 179, 175B, 152, 160</td>
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<td>Second and third floors; office hours posted on doors</td>
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<td>Third Floor (8:00 a.m. to 4:30 p.m.)</td>
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COMMUNICATION

Email
Email using LSU’s MYLSU is the primary method of communicating with students and all students are required to obtain a MYLSU Email address. Log in information is Emailed to students upon acceptance to LSU by ITS. It is the responsibility of students to regularly check their Email. Email addresses are maintained for MYLSU accounts only. Forwarding MYLSU mail to another service provider mailbox is the responsibility of the student. More information on Email accounts available through LSU can be obtained by calling the Computing Services Center at 225-578-3375.

Mailboxes
Student mailboxes are the secondary method of communicating with students. At the beginning of each fall semester, each doctoral student is assigned a mailbox located in Room 160. Mailboxes should be checked when arriving on campus and before leaving campus. Information sent via Email generally will not be placed in student boxes. Students who are not regularly on campus must make arrangements to have their mail picked up. The School of Social Work is not responsible for sending mailbox contents to students.
Address Changes
Students whose physical address and/or telephone numbers change during the course of the year must update this information with the School of Social Work AND the University Registrar’s Office. The School of Social Work change can be made by Emailing the Office of Student Services, who directs the change to other offices within the School of Social Work. The University Registrar’s change can be made by visiting the office in Thomas Boyd Hall or by using a MYLSU account to make changes on-line. If the student fails to notify the University Registrar’s Office and the Office of Student Services, he or she will still be held accountable for the correspondence and will not be relieved of any responsibility from the contents of the correspondence.

Student Telephone Use
Phones in administrative and faculty offices can be used with permission and in emergency situations. In crisis circumstances, the support staff will take a message for a student who is attending classes and efforts will be made to locate the student. As a professional courtesy, cell phone use is prohibited in classrooms.

INFORMATION ABOUT LOUISINA STATE UNIVERSITY

GENERAL INFORMATION

Parking
Parking for students is available on the LSU campus. When students register, the Office of Parking & Transportation will mail a “Blue” commuter parking tag. This tag should be visible at all times and it allows the student to park in any blue commuter lot. Special provisions are made for those students who have special physical or medical problems that prevent them from walking the 3-6 blocks from the parking areas to the classroom areas. Students are only permitted to park in assigned lots and designated areas; deviating from these areas will result in a parking ticket or having the car towed away. Students must satisfy all parking tickets (as well as all outstanding fines) in order to register for the subsequent semester, obtain a transcript, receive grades, or graduate. After 4:30 p.m., students can use most campus parking spaces as long as the parking pass is properly displayed. Additional information about parking: http://www.lsu.edu/parking.

Student Identification Card
Upon paying fees to the university, all new students are required to obtain a student identification card. The ID Office is located in the Student Union. Students must present this ID to check out library books, take advantage of student rates at the Union recreational areas, attend campus functions at a discount rate, and obtain student tickets to athletic events. Some area businesses also offer discounts to students who present their ID. The student ID card is also used as a debit card, which allows the student to make purchases around campus. Additional information about student identification cards: http://www.lsu.edu/as/union/index.php
Textbooks
Barnes & Noble at LSU is the official campus bookstore located at the corner of Highland and Raphael Semmes roads. It sells textbooks for each class offered, as well as auxiliary books for research. Several additional commercially-owned bookstores within the three-block area adjoining campus also carry books and school materials. Students should be prepared to purchase multiple textbooks for each class. Barnes & Noble at LSU Store Website: [http://lsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19057&catalogId=10001&langId=-1](http://lsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19057&catalogId=10001&langId=-1)

Security
Student safety and security is a major priority of LSU; the campus makes every effort to keep the environment as safe and well-lit as possible. Personal items should be kept with a student at all times. Most buildings on campus are open from 7 a.m. to 10 p.m. The campus has its own police force, and an escort service is available for female students during the evening hours. LSU Police Services and Safety Information: [http://sites01.lsu.edu/wp/lsupd/](http://sites01.lsu.edu/wp/lsupd/)

REGISTRATION
Registration is done on-line through a MYLSU account. Students schedule the prescribed courses as outlined in the appropriate program of study before each semester begins. New students receive registration information during the summer, while continuing students meet with their academic advisor (Director of Doctoral Program or Major Professor) to determine suitable courses. The Office of Student Services will facilitate registration of courses undertaken with a primary instructor for individual students, such as independent studies (SW 7905 or 7906), the research practicum (SW 7206), or the teaching internship.

Registration is defined as a student paying tuition and fees. Until a student’s fees are processed by the Bursar’s Office, a student is not registered and may be purged from classes. For more information, see the Schedule Booklet located at: [http://sites01.lsu.edu/wp/registraroffice/academics/schedule-booklet/](http://sites01.lsu.edu/wp/registraroffice/academics/schedule-booklet/)
It is the student’s responsibility to verify with the academic advisor that the correct courses have been scheduled for the appropriate semester.

Course Load Requirements
The maximum course load for full-time doctoral students is 9 hours during the fall and spring semesters and 6 hours during the summer term. Permission to schedule more than the maximum number of hours must be submitted in writing to the Director of the Doctoral Program.
Dropping & Adding Courses
The University sets specific deadlines for adding and dropping courses each semester and places these dates on numerous academic calendars. The School of Social Work also provides a calendar with these dates to all students that can be found on the school’s website. Students should pay particular attention to last day to add and drop dates as dropping courses may affect graduation. See the academic calendars at: http://sites01.lsu.edu/wp/registraroffice/academics/academic-calendar/

DEADLINES & PROFESSIONAL COMMITMENTS

Students should know and comply with all university deadlines identified in the Schedule Booklet and stipulated by the Graduate School for the submission of all doctoral degree forms, applications, and other documents. Students may consult with the Director of Student Services about important deadlines which are set by the School of Social Work, the Graduate School, and the University. There are no extensions to stated deadlines.

FEES & FINANCIAL AID

Details for current University fees, expenses, scholarships, and financial aid are found in the LSU General Catalog. Students who need financial aid, especially loans, should contact:

Office of Student Aid and Scholarships
202 Himes Hall, LSU
Baton Rouge, LA 70803
(225-578-3103)

Tuition Awards
The Dean of the Graduate School may award up to 200 tuition exemptions to graduate students from underrepresented groups. These tuition awards provide for an exemption from either or both the resident and nonresident fee. Recipients are responsible for paying required University fees. Preference will be given to African Americans and students from Latin American countries. Students must be a new admission to a graduate program at LSU and be nominated by their departments. The Director of the Doctoral Program, in consultation with the Doctoral Program Committee, nominates all qualified minority students who are newly admitted to the School of Social Work.

Graduate Assistantships
Graduate Assistantships are awarded to full-time students with proven academic abilities and an interest in supporting faculty research. Graduate Assistants (GAs) work 20 hours a week to support research and administration and are typically assigned to work with one or two faculty members. Graduate Assistantships are awarded by the Director of the Doctoral Program depending upon availability of funds. As stated in PS-21:

“Before an appointment can be considered in effect, a student must be admitted to the Graduate School and be registered as a full-time graduate student.”
“The Graduate Assistantship should support the educational experience of the GA and should be related to the student’s graduate program. Any proposed appointment to duties unrelated to the student’s academic work must be requested in writing by the chair or graduate advisor of the student’s department before it will be approved by the Dean of the Graduate School.”

“Graduate Assistants are contractually required to devote full time to their graduate programs and to the responsibilities of their Graduate Assistantships. A GA may accept additional employment only with the approval of the chair or graduate advisor of the student's department and the Dean of the Graduate School.”

PS-21 can be obtained at: https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/21/

CAMPUS FACILITIES & RESOURCES

Food Service
Residence Food Services offers several meal plans for on-campus and off-campus students. Several restaurants are housed in the Union, where students can enjoy breakfast, lunch and dinner. Students may also purchase snacks and groceries at Foster’s Café, Laville’s Food Emporium, The Five and Take Five, all within a five minute walk. Additional information about meal plans or restaurant locations: http://www.dineoncampus.com/lsu/

Contact Residence Food Services at 578-6642.

Student Health Center
During the registration process, all full-time students are required to pay a health service fee. Part-time students may elect to pay this fee, thereby entitling them to use the Health Center services on the same basis as regular students. Dependents, however, are not entitled to use the service. The Health Center offers free of charge to those students who have paid the fee, the services of six full-time physicians (including one full-time gynecologist) and five specialty clinics. In addition to the outpatient medical clinic, the Health Center offers a mental health clinic, pharmacy, medical laboratory, x-ray, and physical therapy. The Center charges reduced rates for prescriptions, tests, x-rays, and physical therapy. Students with serious conditions are referred to outside physicians and hospitals at the student’s expense. The Health Center operates Monday through Friday 8 a.m. - 5 p.m. and on Saturday from 8 a.m. - 11:30 a.m. For more information or to make an appointment, call 578-6271. Student hospitalization insurance is available at nominal rates at registration for those who wish to purchase it. Additional information about the Student Health Center: http://www.shc.lsu.edu/
Also available to students is a 24-hour counseling information and referral service. Call THE PHONE (225-924-5781).
Library
The various LSU libraries house approximately 2.46 million volumes. Middleton Library, a depository for state and U.S. government publications, features a newspaper collection, extensive microform holdings, and listening rooms with extensive collections of recordings. The open-shelf arrangement of the Middleton Library’s main collection makes material accessible. Assistance is available through a centralized reference service, a central periodicals reading room, and a government documents reference desk. Students may check out books at the Middleton Library with an LSU identification card. The Interlibrary Loan program allows students to borrow research material not found in the Middleton Library. During the fall and spring semesters, Middleton Library is generally open Monday - Thursday 7:15 a.m. - 12:00 a.m., Friday 7:15 a.m. - 10 p.m., Saturday 10 a.m. - 5 p.m. and Sunday 12 p.m. - 2 a.m. The library hours differ during holidays, intersession, and summer. More information regarding library services, including computerized literature searches, may be obtained from the Central Reference Department at 578-8875. Additional Information about LSU Libraries: http://www.lib.lsu.edu/

Facilities for Students with Disabilities
The first floor classroom areas are served by a ramp and a handicapped-accessible restroom is located near the classroom area. Each classroom is equipped with wheelchair accessible seating. An elevator located on the first floor gives students access to the second and third floors, which house the faculty and administrative offices, during normal business hours. In order to assist faculty to better plan the educational experience, the School urges students with special physical or mental needs to register with the Office of Disability Services located in Johnston Hall (578-5919). Information about Disability Services: http://www.lsu.edu/students/disability/

DISABILITY ACCOMMODATIONS
In order to register with this office the student must have a learning, physical, psychological, or other disability which causes functional limitations that significantly impacts one or more major life activities. A student must provide required documentation regarding their disability to the Office of Disability Services at 112 Johnston Hall. A student with a disability is entitled by law to equal access to University programs. Two federal laws protect persons with disabilities in postsecondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and that ADA Amendments Act (Pub. L. No.110-325).

The Rehabilitation Act
Title V of the Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. This statute prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.
Section 504 (as amended) states: *No otherwise qualified person with a disability in the United States . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.*

Under Section 504, institutions are required to appoint and maintain at least one person to coordinate efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At LSU, the established office for the coordination of Section 504 compliance for students with disabilities is the Office of Disability Services, located at 115 Johnston Hall at 578-5919 or disability@lsu.edu.

**The Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008**

The ADA is a federal, civil rights statute that prohibits discrimination against persons with disabilities. The five sections of this law include employment, public services, public accommodations and services operated by private entities, telecommunications, and miscellaneous provisions. The ADA provides additional protection for persons with disabilities in conjunction with the *Rehabilitation Act of 1973*. The ADA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. Universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities as addressed by Titles II and III, transportation is addressed under Title IV, and miscellaneous items are addressed.

**The ADA in Relation to Section 504**

Institutions that receive federal funds are covered under Section 504. Universities are also covered under ADA. ADA does not supplant Section 504; however in situations where the ADA provides greater protection, ADA standards apply. Therefore, universities must adhere to both the Rehabilitation Act and the ADA.

**Disability Definition**

The ADA defines a person with a disability as a person:

- Who has a physical or mental impairment that substantially limits one or more major life activities,
- Who has a record of the disability, or
- Who is regarded as having a disability

**Mental Impairment**

A mental impairment is defined as any psychological disorder, such as organic brain syndrome, emotional or mental illness, or a specific learning disability.
Major Life Activity
(A) In general- For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
(B) Major bodily functions- For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
(3) Regarded as having such an impairment- For purposes of paragraph (1)(C):
(A) An individual meets the requirement of `being regarded as having such an impairment’ if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

Physical/Mental Impairment
A physical impairment is defined as any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more of the following body systems:
- Cardiovascular
- Digestive
- Genito-Unirinary
- Hemic and Lymphatic
- Musculoskeletal
- Nerological
- Respiratory (including Speech Organs)
- Reproductive
- Skin and Endocrine
- Special Sense Organs

PLEASE NOTE: Faculty DOES NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty does NOT have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.
DISABILITY ACCOMMODATIONS: FACULTY RIGHTS AND RESPONSIBILITIES

FACULTY HAS THE RIGHT TO:

Documentation
• Request verification of a student’s eligibility for any requested accommodations. Such verification will be in the form of a letter written by DS and delivered by the student. DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty should not view this documentation.

Accommodations
• Expect the student to initiate accommodation requests.
• If the student is taking their tests at DS, expect DS to administer exams in a secure and monitored environment.

FACULTY HAS THE RESPONSIBILITY TO:

Accommodations
• Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers. DS strongly recommends this information be addressed on the syllabus.
• Provide accommodations only to students who are registered with DS. It is NOT your responsibility to provide accommodations to students who are not registered with DS.
• Use a syllabus statement and class announcements to invite students to disclose their needs. Syllabus statements are available on via the web site under the faculty link at www.lsu.edu/disability.
• Act immediately upon getting a student’s request for accommodations by contacting DS (if unsure about request), by providing the service or by meeting with students to complete an Examination Request Form. An Examination Request Form is a form that facilitates examination accommodations at DS and should be completed by the student and faculty member collaboratively. The student is responsible for submitting the Examination Request Form. If you have questions, contact DS at 225-578-2613 or odstests@lsu.edu.
• If a student needs alternative media, please provide DS with syllabi, textbooks, course packets etc., well before classes begin (5 weeks prior to the start of the semester is recommended) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have alternative media needs for accommodations and instructional access will be served. Converting print materials is both labor and time intensive. Alternative media may be print material in Braille, on audiotapes, scanned onto discs, or enlarged.
• Work to ensure that all audio-visual materials used in class are accessible (e.g.,
that videos shown are captioned for students with hearing impairments and that
the VCR equipment used has captioning capabilities, that videos shown will be
made with auditory description in some way or that written transcripts will be
provided, etc.)
• Consider incorporating principles of *Universal Design for Learning* in your
teaching. A fact sheet is available on Universal Design from DS or via
http://www.lsu.edu/students/disability/faculty-staff/universal-design.php

Confidentiality
• Treat and protect all disability-related information as confidential medical
information. For example, keep printed items, such as Examination Request Forms,
Accommodation letters from DS or emails regarding student disability related
information in a protected location.

Communication
• Clearly communicate your testing procedures with the student and with DS by
completing an Examination Request Form upon request.
• Consult with students with disabilities and DS in providing appropriate
accommodations.

**DISABILITY ACCOMMODATIONS: STUDENT RIGHTS AND RESPONSIBILITIES**

**STUDENTS HAVE THE RIGHT TO:**
Confidentiality
• Expect all disability-related information to be treated confidentiality.

Accommodations
• Receive appropriate accommodations in a timely manner from faculty or DS.
Student should have the opportunity to meet privately with faculty to discuss
needed accommodations and any other concerns. Please keep in mind that DS is
the only office designated to review disability-related documentation and
determine eligibility for appropriate accommodations.
• Appeal decisions regarding accommodations and auxiliary aids. For more
information, see the DS Student Handbook or visit www.lsu.edu/disability

**STUDENTS HAVE THE RESPONSIBILITY TO:**
Documentation
• Provide DS with appropriate documentation of the disability.

Confidentiality
• Go to the instructor’s office hours or make an appointment with the instructor to
facilitate privacy when requesting accommodations.
Accommodations

• Initiate request for specific accommodations in a timely manner, preferably earlier in the semester.
• Follow procedures with faculty and DS in order to get the appropriate accommodations. An Examination Request Form must be submitted for every exam taken in DS’s testing lab.
• Inform DS of the materials you need in alternate format as soon as possible.
• Notify faculty/DS immediately when an accommodation is not being provided completely or correctly.
• Notify faculty/DS immediately when a decision has been made to not use an accommodation or the accommodation is no longer needed. Provide for their personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or requiring homework assistance are a student’s responsibilities and not the responsibilities of DS.

Communication

• Act as their own advocate. Work with counselors on developing advocacy skills and communicating their specific needs and accommodations to faculty.

Note: Students will not be given accommodations without proper registration, documentation and consultation with the faculty member about the accommodation.

LSU STUDENT RIGHTS & RESPONSIBILITIES

Student Rights

As citizens, LSU students possess the rights and freedoms guaranteed by the US Constitution, the state of Louisiana, and federal, state, and local laws. Among these are freedom of speech, freedom of religion, freedom of the press, freedom of peaceful assembly, freedom to petition, due process rights, and equal protection under the law. There are, however, limitations on the time, place, and circumstances in which constitutionally guaranteed freedoms and rights may be exercised. U.S. courts have recognized that reasonable university regulation of student conduct is necessary, and have also established standards by which to judge those regulations.

The School of Social Work shares a commitment to apply these student rights in class, in internship, and in all transactions with School faculty, administration, and staff. In addition to the basic rights and freedoms guaranteed by the Constitution and interpreted by the courts, the University recognizes rights specific to students in the student-university relationship. Students have the right:

• to participate in activities of the University free from discrimination or harassment on the grounds of race, color, religion, gender, national origin, age, disability, marital status, or veterans status;
• to the opportunity for a quality education;
• to know the University’s regulations, rules, and policies by which they are governed;
• to participate in the formulation of University policies and to advocate changes
in University regulations, rules, and policies;
• to a formal grade appeal procedure, in which the student may request consideration of an action by the University through one of its employees which the student believes adversely affected her/him; and
• to confidentiality of all student educational, disciplinary, medical and psychiatric records.

Student Responsibilities
With student rights come student responsibilities. Federal court decisions affirm that, by voluntary entrance into the academic community, the student voluntarily assumes obligations and responsibilities reasonably imposed by the University. Beyond those responsibilities embodied in the law, students have the responsibility:
• to be good citizens of the LSU community, conducting themselves in a manner which helps create an environment conducive to the broad educational mission of LSU
• to learn and comply with rules, policies, and requirements established by the University for the governance of students; and
• to respect the rights and freedoms of other members of the LSU community.

Students’ responsibilities are detailed in the Code of Student Conduct: http://www.lsu.edu/students/saa/students/codeofconduct.php

The Handbook contains a Commitment to Community, which can be found at: http://www.lsu.edu/students/deanofstudents/about/commitment-to-community.php

The Commitment to Community states that Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of its community, I will:
• accept responsibility for my actions;
• hold myself and others to the highest standards of academic, personal, and social integrity;
• practice justice, equality, and compassion in human relations;
• respect the dignity of all persons and accept individual differences;
• respect the environment and the rights and property of others and the University;
• contribute positively to the life of the campus and surrounding community; and
• use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

The School of Social Work also sets forth certain student obligations. Social work students
should exhibit professional behavior consistent with the social work values and ethics outlined by the NASW Code of Ethics and with the standards and principles established by professional regulatory authorities. Doctoral-level social work students represent the social work profession, so they must ensure that their behavior, dress, and demeanor are compatible with professional standards when acting in a professional capacity. Also, social work students are responsible for adhering to School policies surrounding course requirements, sequences of courses, and other curriculum issues. The University sets forth another student responsibility: Students are responsible for attending all classes.

**Code of Student Conduct**

The proper use of the University's disciplinary power is to protect the academic environment of the campus and the health and safety of all members of the University community. To accomplish these objectives, the University must establish and enforce standards of conduct for its students. The University has the legal right to establish standards for academic and personal conduct, for membership and continued membership in the University community, to deny membership to those applicants who do not meet these standards, and to impose disciplinary sanctions on students who are found in violation of these standards.

The counseling of students is a component of the educational process. The University has long held that the counseling involved in student discipline is an integral part of the University's overall effort to accomplish its educational objectives. The effectiveness of any counseling or dialogue with a particular student is largely dependent upon cooperation by the student. Further, even when deemed effective, counseling is generally a complement to the sanction(s) one receives for a finding of violation. Being held accountable for one's actions is an essential part of the developmental process, and the University disciplinary system strives to foster self-reflection and an understanding of the connection between one's actions and the consequences which flow from those actions.

It is the prerogative of the University, through the faculty, administrators, and other employees, to decide on the correct application of general policy statements and procedures to students. In making these decisions, both the rights of the student and the needs of the University in accomplishing its educational goals and mission must be considered. Faculty and staff are required to utilize the procedures outlined in the Code of Student Conduct when they become aware of behavior that may be in violation of the standards of conduct listed herein.

The Code also outlines students' rights under the University's judicial process. In addition to these rights, students retain all the basic rights and freedoms guaranteed to all citizens. Other particular rights and responsibilities of LSU students are included in various Policy Statements (PS) and Permanent Memoranda (PM) that are outlined below. The Code of Student Conduct can be found at: [http://www.lsu.edu/students/saa/students/codeofconduct.php](http://www.lsu.edu/students/saa/students/codeofconduct.php)

**Locations and Situations that Code Applies**

In addition to Section 8.2A, University accountability for a violation of this Code shall be
taken only for conduct by a student that takes place in the following areas or situations:
A. The Campus;
B. University-sponsored activities away from the Campus;
C. Functions of University-sponsored organizations away from Campus including LSU Study Abroad Programs and or Registered Student Organizations;
D. Fraternity and sorority property, including other locations which a reasonable person would conclude is a chapter residence or facility;
E. Property in the possession of, owned, or controlled by the Board of Supervisors, including, but not limited to other institutions and campuses in the Board of Supervisors system;
F. Events, sponsored or informal;
G. Distance learning courses.

STANDARDS OF SOCIAL WORK AND PROFESSIONAL EDUCATION

Social Work and Other Professional Expectations
The LSU School of Social Work strives to prepare students for competent, ethical and culturally appropriate social work practice. Because of the professional practice component, the School of Social Work has different standards and expectations of students than do other non-professional programs in the University. Therefore, it should be understood by the student that both professional behavior and scholastic performance comprise academic standards.

Doctoral students who hold either the BSW or MSW degree are expected to abide by the NASW Code of Ethics, and the Louisiana Practice Act: Rules, Regulations and Procedures of the Practice Act. Doctoral students with other degrees and professional certifications are expected to abide by the corresponding codes of ethics and statutory practice standards.

Academic Integrity
At the heart of the intellectual process lies the principle of academic integrity. Students are expected to do their own work, and where the work of another is used, to give proper credit for the source. To falsify one’s work or to steal the words or ideas of another is to corrupt the process by which knowledge is advanced. According to LSU policy, academic dishonesty--implying conscious deception--will not be tolerated.

Students found responsible for any form of academic dishonesty may receive a “0” for the assignment in question and an “F” grade in the course, and may be subject to additional sanctions ranging from probation to suspension or expulsion, depending on the nature and severity of the offense. Please be aware that international students are especially vulnerable in these cases, and that sanctions levied against students that are not U.S. citizens can result in far more serious consequences (financial assistance, immigration status) than those experienced by students that are U.S. citizens.

For details check the Code of Student Conduct, found in the Student Handbook. Information regarding what is plagiarism and understanding plagiarism can be found at:
Information Sharing Policy
Information disclosed during student meetings or correspondence with faculty, faculty advisor, or administrative staff will not be kept confidential if the information raises concerns about the student’s professional and/or academic performance. Faculty and administrative staff will share pertinent information with each other and the student for the professional purpose of identifying student issues and enhancing problem solving about the concerns. To work together effectively, it is essential that relevant information be shared between involved parties. This information will be shared to protect clients as well as students, and to facilitate learning in all aspects of education.

POLICIES & PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE
(Adapted from University of Texas at Austin School of Social Work MSSW Student Handbook, 2003)

Three levels of review can occur at the School of Social Work in reviewing student’s academic performance. The level of review depends upon the severity of the concern. Information disclosed during student meetings with faculty, administrative staff, or field instructors will not be kept confidential if the information raises concerns about professional and/or academic performance as per the Information Sharing policy described above. Faculty and professional staff will share pertinent information with each other for the purpose of identifying student issues and enhancing problem solving about the concerns.

Performance that May Result in a Review and/or Possible Expulsion from the SSW:
Student reviews may occur under the following circumstances:

- Failure to meet or maintain academic requirements as stated under the Grade Requirements of this handbook and the LSU General Catalog-The Graduate School
- Academic dishonesty, including but not limited to cheating, lying, plagiarism, falsifying academic records or any act designed to give an unfair academic advantage to the student.
- Behavior judged to be in violation of the NASW or other professional Codes of Ethics
- Behavior judged to be in violation of standards or principles for professional practice established by any state professional regulatory or licensing authority
- A threat or attempt to harm oneself or someone else
- Commission of crime that is contrary to professional practice
- Consistent and documented pattern of unprofessional behavior
- Violation of any university policy as outlined in the LSU Student Code of Conduct

Levels of Review

Level 1
A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student meeting any of the academic criteria, whether related to
professional behavior or scholastic performance, that faculty will:

• Discuss the concerns directly with the student and work with the student to resolve the difficulty.
• Apprise the Director of Student Services of the concerns in order to identify potential patterns and issues related to the student.
• Document the discussion and content of the meeting noting the plan of action and the timeframe for which the behavior will be resolved.
• If necessary, the Director of Student Services will solicit feedback from other instructors inquiring about similar behavior patterns. If feedback warrants further investigation, the Director of Student Services notifies the student’s faculty advisor and a Level 2 review will occur.

Level 2
A Level 2 review involves the faculty member, the student, the student’s faculty advisor, and the Director of Student Services. If the student’s faculty advisor and instructor are one in the same, the Director of the Doctoral Program will appoint another faculty member to serve as advisor for this review process. This Level 2 review occurs when a student is not adhering to University, Graduate School, and/or School of Social Work standards, policies, and procedures or when concerns have not been resolved at Level 1.

The Director of Student Services, in consultation with the faculty advisor, will gather information from other faculty, staff or other appropriate parties as per the Information Sharing Agreement to determine the nature of the concern.

The faculty advisor and the Director of Student Services will develop a plan of action along with the student to address the concerns. This process is designed to assist students in addressing identified concerns that impact performance. Documentation of the discussion and content of the meeting noting the plan of action and the timeframe for which the behavior will be resolved will be maintained and updated, as needed, by the faculty advisor.

Level 3
A Level 3 review is called when concerns are identified to be problematic patterns or when issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review occurs:

1. When concerns have not been resolved in prior reviews
2. When issues relate to a student not meeting the criteria for academic performance
3. When the student is being considered for expulsion/withdrawal from the PhD program.
4. When a student licensed or otherwise credentialed by any state regulatory board or authority has any complaint, investigation, sanction or disciplinary actions against them. The student shall immediately notify the Office of Student Services prior to returning to any class. This will prompt a Level 3 Review to determine if the student will be allowed to continue in class, and if so, under what conditions.
6. When a student is arrested or otherwise charged with a crime. The student shall
immediately notify the Office of Student Services prior to returning to class. This will prompt a Level 3 review to determine whether the student will be allowed to continue in class, and if so, under what conditions.

When a Level 3 review is warranted, the Director of Student schedules the time, date and location of the review. The review panel consists of the student, faculty advisor, the faculty member, and 2 to 3 faculty members appointed by the Director of the Doctoral Program who have no direct knowledge of the identified situation being reviewed. The Director of the Doctoral Program will select a panel member to chair the review process. The student will be notified in writing by the Director of Student Services of the concerns and meeting date, with sufficient time to prepare and attend the review. All information about the identified concerns will be distributed to the panel members at the time of the review.

The purpose of this Level 3 review is to determine the nature of the problem and identify alternatives for remediation, if warranted. After the review, the panel will make recommendations regarding the student. Once recommendations are made, the panel Chair and the faculty advisor will consult with the Director of the Doctoral Program to discuss the problem situation and the panel’s recommendations. Based on the review process, conference with the Director of the Doctoral Program, and an objective assessment of the information provided, the Director of Student Services will inform the student of the panel’s decisions which can include one or more of the following:

- **Continue the student in the PhD program with no conditions.**
  In this situation, the concern has been addressed and no further action by the student or program is required

- **Establish formal conditions for the student’s continuance in the program.**
  Specific conditions must be met in order for the student to remain in the program. Action may include establishing new goals, plan of action, timeline to complete the goals; provide mentoring and support; referring the student to counseling services; allowing the student to follow a reduced course load or delay entry to field internship; or requiring the student to withdraw from the program with the option to possibly reapply at a later date. The faculty advisor will monitor the student’s progress. Failure to adhere to the conditions will be grounds for expulsion from the PhD program.

- **Consult with and/or Refer to the Dean of Students**
  In some instances, it may be necessary to consult and/or refer cases to the Dean of Students Office. If a referral is made to the Dean of Students, the student will be notified in writing about the nature of the concern and that the referral is taking place. Situations that may result in referral to the Dean of Students are outlined in the LSU Code of Student Handbook.

- **Expulsion of the Student from the PhD Program**
  In some situations, it may be recommended that the student no longer continue in the social work program. The student will be informed in writing of the decision.
In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be resolved, where appropriate. Students must be notified of the decision in writing 10 business days from the review. It is the responsibility of the Director of Student Services to communicate the decision to the student.

**Student Appeal Procedures**
The student has the right to appeal any decision that the student deems to be unfair or in any case where the student believes that policies have not been fairly adhered. Students have the right to use the appeal process without fear of coercion, harassment, intimidation or reprisal for make the appeal. This is a right the School will safeguard.

The decision of a Level 3 review may be appealed in writing to the Director of the School of Social Work within 14 business days of the decision. The appeal must specifically state the reason for reconsideration of the decision by the Level 3 review panel.

If the student is not satisfied with the decision reached by the Director of the School of Social Work, the student can follow the student appeal procedure outlined in PS-48 (Student Appeal Procedures): [https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/48/](https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/48/)

**Non Academic Appeals**
Student-initiated grievances that are not academic in nature are addressed in PS-48. Students have the right to use appeal procedures without fear or coercion, harassment, intimidation, or reprisal for making the appeal, a right which the School will safeguard. A general appeals procedure (for appeals other than grade appeals) is outlined in the University’s Policy Statement PS-48 (see link above).

**GRADING**

**Examinations & Grades**
The faculty of the School adheres to the University’s general policy on examination and grading as stipulated in the LSU Graduate Catalog, with which students are urged to read carefully. Students should pay particular attention to the circumstances under which the incomplete (I) grade can be awarded and the responsibilities of the instructors and the student to have this grade removed. Failure to remove the “I” grade by the specified date will result in the “I” grade becoming a permanent “F”. Please see the School of Social Work Bulletin and the LSU General Catalog for more specifics.

At the beginning of each course, instructors publicize the nature and weighting of the components that they will factor into the final grade. Grading is based on assigned work and is evaluated equitably, with no special consideration given to individual students. Students are not permitted to improve their grade through extra work unless the same opportunity is given to the entire class on the same terms. All instructors are required to
hold a final examination and to issue the final grade in a timely manner. Upon completion of any course, students may ask instructors to review and explain their examination grades and final grade. During the semester in which the student intends to graduate, he or she must successfully complete the final examination, which is the defense of the dissertation as outlined under Requirements for the Degree.

Final grades can be obtained by utilizing a student’s MYLSU account. Students should be aware that not all grades will be reported at the same time.

**Grade Requirements**

No more than six credit hours of grades of “C” will be counted toward the PhD degree. Grades of D or F will not count toward the PhD degree and must be repeated. Students who obtain grades of C or lower may be placed on probation or dropped by the Graduate School if the semester and/or cumulative GPA drop below a 3.0. For more information on grade requirements, see the LSU General Catalog section entitled Grade Requirements, Grade Appeals at:

http://catalog.lsu.edu/content.php?catoid=2&navoid=193#Grading_SystemsGrade

**Appeals**

Formal appeal procedures are outlined in the LSU General Catalog. Students have the right to use appeal procedures without fear or coercion, harassment, intimidation, or reprisal for making the appeal, a right which the School will safeguard. The student must initiate appeals on final grades within 30 calendar days after the first day of classes in the next regular semester. A student who is dissatisfied with a grade should carefully read this material to be aware of deadlines and procedures. A brief overview of the procedure follows:

1. The student should meet with the faculty member to discuss the situation and attempt to arrive at a solution.
2. If the matter is not resolved between the student and faculty member AND the student still wishes to appeal further, the student may submit a written appeal to the Director of the Social Work Program.
3. If the student is not satisfied with the decision reached, the student may appeal to the Dean of the College. A Student Appeal Form must be submitted at this time and can be obtained in the social work departmental office. More information on grade appeals can be found in the LSU General Catalog (see above link).

**Student Evaluation of Teaching**

At the end of each semester, students have the chance to evaluate their courses, which provides feedback to instructors and ultimately improves the quality of instruction in the School. Without the instructor present, a student member of the class administers the evaluation, a standardized questionnaire which is processed by computer but which also allows students to make written comments. Students’ evaluations are anonymous; any written comments are typed before they are provided to the instructor.
TERMINATION FROM SOCIAL WORK PROGRAM

Students may be terminated from the social work program for academic reasons, which include inability to pass courses, not satisfactorily completing the exit requirements (i.e., Final Examination consisting of doctoral dissertation and doctoral defense), unethical behavior in the classroom, or the result of a Level 3 decision.

REENROLLMENT & READMISSION

When a previously enrolled student does not enroll for any fall or spring semester, voluntarily or involuntarily, and subsequently wishes to reenroll, a written request for reenrollment must be made to the Director of the Doctoral Program. Requests for reenrollment will be reviewed by the Director of the Doctoral Program and the Doctoral Program Admissions Committee. Reenrollment decisions will be based on performance in the doctoral program, input from faculty who have interacted with the student while in the program, and the student’s record of professional conduct, as described in the Doctoral Student Handbook. Reenrollment is not guaranteed to formerly enrolled students who apply for reenrollment. When a student has not enrolled for three or more consecutive semesters (summer term included), Graduate School policies governing readmission will apply (see Readmission Policy of the LSU General Catalog – The Graduate School). Prior performance, input from faculty, and student conduct may also be considered when deliberating readmission decisions.

Appeals of Admission Decisions

Applicants who have been denied admission to the Doctoral Program (including reenrollment and readmission) have the right to appeal. Appeals will be directed, first, to the Director of the Doctoral Program, who may request that the Doctoral Program Admissions Committee re-examine its decision. Appeals must be submitted in writing. If the student is not satisfied with the result of this review, the student may appeal the decision directly to the Director of the School of Social Work. If the student is not satisfied with the result of the SSW Director’s review of the application, the student may appeal to the Dean of the College. The appeals process will follow the guidelines for student appeals set forth in PS-48.

http://appl003.ocs.lsu.edu/ups.nsf/4d8b193f0753c7e48625714000672ba4/266da3186d2ba0eb86256c250062aea8?OpenDocument
DISCRIMINATION & SEXUAL HARASSMENT

**Discrimination**
The faculty of the School of Social Work aggressively opposes acts of discrimination against students based on physical or social characteristics. The faculty affirms its support for Louisiana State University’s equal opportunity policy.

**Sexual Harassment**
Sexual harassment will not be tolerated in the School of Social Work. According to Title VII of the US Civil Rights Act, harassment can include, but is not limited to, verbal abuse; unnecessary touching; obscene gestures; requests or demands for sexual favors; conduct which creates an intimidating, hostile, or offensive study/classroom or work environment; and physical assault. Students should work cooperatively with the School’s administration to ensure that students, staff and faculty in the school are protected from harassment. Students are urged to report cases of harassment to the Dean and the University’s Office of Human Resource Management (578-8200). Copies of the University Policies concerning sexual harassment can be found at these links: (PS-95) [https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/95/](https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/95/); (PS-73) [https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/73/](https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/73/)
PhD PROGRAM PHILOSOPHY & DESCRIPTION

We at the LSU School of Social Work believe that doctoral education in social work must involve first and foremost a passionate commitment to learning, and a specific commitment to the pursuit of new knowledge that can improve the lives of our client populations. The PhD Program at the LSU School of Social Work prepares the next generation of social work educators, researchers, administrators, and policy-makers to contribute to the creation of the knowledge base of our profession. We prepare students above all else to conduct empirical research targeted at the pressing needs of our client populations and service systems. Social work practitioners must have the highest quality up-to-date knowledge to strengthen the evidence base of their work, and it is the job of doctoral-trained social workers to provide this. The major educational outcomes for our doctoral students are:

- To learn about the historical and contemporary contexts of social work research, focusing on the nature of research questions posed and the methods used to address these
- To learn to critically analyze the quality and merits of social work research in a variety of substantive areas
- To produce original research relevant to the field of social work, including the framing of research questions, synthesis of the existing relevant literature, the use of appropriate methods to investigate answers to research questions, and the analysis, synthesis, and interpretation of data
- To translate learning to practice, especially through preparation for teaching beginning social work professionals.

The LSU School of Social Work doctoral program is the only PhD in Social Work program in Louisiana. It is an interdisciplinary degree in which students are expected to explore diverse areas and traditions of inquiry and use a variety of research methods, all the while keeping a sharp focus on the need for information to inform social work practice. It is important to note that ours is not an advanced clinical program. The course of study in the doctoral program is completely oriented toward mastering the skills needed to design and conduct empirical social work research.

The social work profession increasingly demands evidence-based knowledge and expertise in research and evaluation. Recently, the Group for the Advancement of Doctoral Education in Social Work (GADE), a consortium of social work PhD Program Directors, completed a national study that found that social work programs at virtually all levels in the US face a tremendous shortage of doctoral-trained academicians in the coming years to fill the ranks of the social work programs in our colleges and universities. Thus, there is a tremendous need for social work academicians who are properly trained, passionate about pursuing the answers to important questions affecting client populations, and eager to take on the challenges to improving social work practice and the well-being of our clients. Additional information about GADE can be found in the Appendix and at: [http://www.gadephd.org](http://www.gadephd.org)
Social work faculty is well-equipped to effectively mentor doctoral student research. Major areas of research and scholarship expertise that current faculty mentors provide to doctoral students include:

- Child welfare/child maltreatment
- Children’s attachments to caregivers
- Substance use & interventions
- Juvenile justice
- School social work & truancy
- Welfare/family support-related policies
- The personal and social circumstances of welfare-receiving families
- Social capital and poverty
- Vulnerable families
- High-risk youth
- Gay and lesbian youth
- Gerontology
- Intimate partner violence
- Behavioral health & interventions
- International and comparative social welfare and social development

Doctoral studies in social work at LSU are characterized by three major phases of work: coursework (completion of a minimum of 39 credit hours of coursework); the General Examination (an intense period of self-guided study and examination directed by a faculty advisory committee), and the Dissertation (the student’s original research, guided by a primary mentor and 2 other faculty committee members). It is expected that the period of study for the doctoral degree in social work will be 3 to 5 years, but not exceeding 7 years.

The PhD in Social Work program is small, usually admitting 3-5 students per year. This means that all students work very closely with faculty mentors, oftentimes directly with them on their ongoing research. The doctoral program represents a diverse student body that includes students from several foreign countries.

**THE DOCTORAL DEGREE PROGRAM**

**Requirements for the Degree**

Students are expected to successfully complete a minimum of 48 semester credit hours of study, including a minimum of 9 dissertation credit hours, all of which must be completed within 7 years of being classified as a doctoral student:

- Maintain an overall grade-point average of 3.0, with no grade less than “C” in any course offered for the degree;
- Demonstrate mastery of a broad major field (i.e., social work, social welfare) as evidenced by passing the General Examination;
- Satisfactorily complete the Exit requirements as evidenced by passing a Final Examination consisting of the doctoral dissertation and the dissertation defense.
Transfer of Credit
Course credit may be transferred and the specific number and types of courses are determined on a case-by-case basis, in consultation with the Director of the Doctoral Program, who solicits input and advice from the Doctoral Program Admissions Committee and Director of Student Services. In general, courses may be considered for LSU SSW doctoral credit if:
• The course(s) were taken as part of another PhD program and are comparable to LSU SSW doctoral-level courses
• The course(s) were taken within the 5 years prior to application to the LSU PhD program
• Grades of A or B were earned in the course(s).
• Other relevant criteria are met, as set forth in the *LSU General Catalog-The Graduate School*

Time Limit for Completion of Degree
The LSU Graduate School maintains a policy that the doctoral degree must be completed within 7 years. Extensions beyond year 7 require a formal meeting of the student’s committee to:
• Address the validity of the petition/written request by the student
• Endorse the quality of the student’s preparation/research
• Establish a reasonable expectation for completion given student’s circumstances
Outcomes from this meeting will be formally documented by the student’s Major Professor/Chair and then authorized by the Directors of the Doctoral Program, Student Services, and Social Work Program. The written petitions will be archived with LSU’s Graduate School. More than a single, one-year extension should only be granted for truly exceptional cases.

ACADEMIC ADVISING

Social work students meet with their academic advisor on a regular basis to assist with academic, professional, and career matters. Students ultimately are responsible for keeping abreast of changes, knowing degree requirements, enrolling in the appropriate courses in a timely manner and seeking advice to questions regarding any aspect of their academic program. In the School of Social Work, the advisement function is conceptualized and operationalized in two roles: Academic Advisor and Director of Student Services

Academic Advisor
The Director of the Doctoral Program typically serves as the faculty advisor to all students during the coursework phase of the program. With input from the Director of the Doctoral Program, the student selects a Major Professor/Chair no later than the penultimate fall or spring semester of coursework. This faculty mentor ideally remains constant until the student graduates. Students are encouraged to meet with their Major Professors/Chairs as often as necessary to ensure continuity in the program or to resolve any problems. If necessary, Major Professors/Chairs will seek assistance from appropriate authorities on behalf of students.
Academic advisors are expected to list office hours on or near the door of their offices. Voicemail and Email enable students to contact advisors to ask questions and schedule appointments as needed.

Doctoral students are required to meet with the academic advisor (viz., Director of the Doctoral Program or Major Professor/Chair) at least once per semester during the school year to discuss courses and update the planned program of study. Students should not register for classes without having met with their academic advisor. Advisement and course scheduling is monitored by the Director of the Doctoral Program and Office of Student Services.

**Office of Student Services/Director of Student Services**
Knowledgeable about the University and Graduate curriculum policy, the Director of Student Services assists students in scheduling courses in the correct sequence, provides basic information about various options, liaises between the Graduate School and department, monitors reports on students who may be experiencing difficulty, alerts faculty advisors of any concerns, and keeps students’ records current. The Director of Student Services is responsible for lifting flags in the registration system once advising forms are completed by the student and signed by the academic advisor. Students should consult with the Director of the Doctoral Program or Major Professor/Chair before dropping a course or adding a course outside of the university and/or in another campus department.

**Program of Study: Overview**
The PhD in social work is aimed at providing an advanced interdisciplinary degree that will equip graduates for important roles in policy analysis and development, research, teaching and the development of new intervention technologies. All students must complete a minimum of 48 hours of doctoral-level course credit beyond their master’s degree. The doctoral program of study is composed of two major phases: coursework and dissertation research. Although students often work with one or more mentors, the Director of the Doctoral program serves as the primary academic advisor for all students during the coursework phase of the program. Toward the end of the coursework phase, students work more closely with a faculty committee that is chaired by a Major Professor, who then serves as the primary academic advisor. Upon completion of the coursework phase, students must pass the General Examination; however, many students begin preliminary work on their dissertation research projects during the last year of coursework or while preparing for the General Examination.

**Students without the MSW Degree**
Students entering the PhD program without the MSW degree will be required to complete a minimum number of specific MSW credit hours, as stipulated in the recommended program of study for students without the MSW degree, during the coursework phase of the doctoral program and prior to submitting the “Request for Doctoral General Examination and Doctoral Degree Audit Form” that is required by the Graduate School.
Part- and Full-Time Enrollment
There is no residency requirement stipulated by the LSU Graduate School; thus students may pursue either a part-time or full-time program of study. Students who work full time outside of school must remain enrolled in the part-time program. If work circumstances change such that full-time enrollment is feasible, students may switch from part-time to full-time enrollment if approved by their academic advisor. Students who want to switch from the full-time program of study to the part-time program may also do so if approved by their academic advisor. However, it should be noted that full-time students who receive funding and/or tuition exemption may become ineligible for said funding/exemption when the student changes from full- to part-time enrollment.

CURRICULUM

The doctoral program curriculum in social work is composed of three areas (e.g., described in detail below:

1. Foundation Courses in the School of Social Work (15 Credit Hours)
   SW 7200 Integrative Colloquium in Social Work I: Broad-ranging analysis and discussion of problems and issues in the social work profession.
   SW 7201 Integrative Colloquium in Social Work II: Broad-ranging analysis and discussion of problems and issues in the social work profession.
   SW 7202 Issues and Research Problems in Social Policy: Issues and problems in social welfare policy; research focus on policy formulation.
   SW 7204 Issues and Research Problems in Social Work Intervention: Social work intervention with individuals, families, groups, and communities; formulation and development of problem-solving research agendas.
   SW 7207 Integrative Seminar: Taught as an Integrative Seminar to develop research questions and hypotheses, and initial drafts of the dissertation proposal, including introduction, literature review, and methodology sections. (If fewer than 5 eligible students, they will register for SW 7905/6 Independent Reading and Research in Social Work.)

2. Research Methods and Statistics & Interdisciplinary and Elective Courses
   (Minimum of 24 Total Credit Hours)
   Research Methods & Statistics
   Stats 1: Taken outside of department (e.g., POLI 7962, ELRC 7006)
   Stats 2: Taken outside of department (e.g., POLI 7963, ELRC 7016)
   Research Cognate (e.g., ELRC 7280, ELRC 7243, ELRC 7220): One additional research course taken outside of department, chosen in consultation with the student’s advisor, directly related to dissertation research needs.
   SW 7206 Research Practicum: Hands-on supervised research experience; demonstration of collaborative and/or independent research.

Interdisciplinary and Elective Courses
Students, in consultation with an advisor, will choose additional 12 hours of required
course work, augmented for PhD credit as needed, incorporating one or more of the following academic disciplines: Anthropology, Economics, Education (ELRC), Finance, History, Human Ecology, Management, Philosophy, Political Science, Psychology, Sociology, and Social Work.

Students with no MSW are required to take SW 7004 Human Diversity and Oppression, which will count as one of the required elective courses.

3. Dissertation (9-15 Credit Hours)

SW 9000 Dissertation

**TIMELINE OF DOCTORAL DEGREE MILESTONES AND ACTIVITIES**

Program of Study Plan
An official Program of Study form is not required by LSU’s Graduate School. During the coursework phase; however, all doctoral students should develop a Program of Study plan in consultation with the Director of the Doctoral Program who serves as the primary academic advisor. Students must individually meet with the Director of the Doctoral Program at least once each semester while in the coursework phase of the program to ensure that all courses are consistent with curricular requirements for the doctoral degree. The Director of the Doctoral Program may require students to complete Degree Audit forms or other forms that document coursework, degree milestones, and scholarly activities. Changes in coursework or changes to the original program of study plan must be approved by the Director of the Doctoral Program. All coursework requirements must be met before students submit a General Examination proposal to their Major Professor/Chair.

Selection of General Examination Chair
During the coursework phase of the program, each student should regularly confer with faculty to aid in the selection of a Major Professor/Chair, the primary academic advisor who chairs the faculty advisory committee that oversees the General Examination, as well as the dissertation research and defense. Students should select a Major Professor/Chair no later than the penultimate fall or spring semester of coursework. Guidelines and procedures for the General Examination process are detailed in a subsequent section below.

General Examination
Due to the comprehensiveness and depth of the General Examination, students should set aside a concentrated study period, usually several months, to prepare for the written and oral components. The examination proposal, described in greater detail below, should facilitate decision making about the timing of the General Examination, which ultimately is determined by all parties: the Major Professor/Chair, other committee members, and the student. The “Request for Doctoral General Examination and Doctoral Degree Audit Form” must be submitted to the Graduate School at least 3 weeks prior to the date of the General Examination. The General Examination date is the date of the oral exam, not the
The oral exam must be scheduled on a day that the committee agrees to meet and on a day that the University is open. The General Examination may be completed during the summer. All doctoral degree forms can be obtained from the Graduate School website: [http://www.lsu.edu/graduateschool/current-students/forms-policies.php](http://www.lsu.edu/graduateschool/current-students/forms-policies.php)

**Dissertation Proposal Review**

The dissertation proposal review is an internal process that does not require approval from the Graduate School. However, the student must submit the written dissertation research proposal to the faculty advisory committee at least 2 weeks prior to the proposal review date. Guidelines and procedures for the Dissertation Proposal Review and Dissertation Defense processes are detailed in a subsequent section below. The Graduate School refers to the dissertation defense as the “Doctoral Final Examination.”

**Timing between General Examination and Final Examination (Dissertation Defense)**

Permission to hold the Final Examination will be granted by the Dean of the Graduate School after a number of conditions have been satisfied:

1. Doctoral candidates must maintain continuous registration (i.e., SW 9000) for a minimum of 3 semester credit hours each regular semester (excluding summers) from the completion of the General Examination to the end of the semester in which an approved dissertation is submitted to the Graduate School.
2. The “Request for Doctoral Final Examination” form must be submitted to the Graduate school 3 weeks prior to the date of the examination AND by the current semester deadline for graduates.
3. The student’s faculty committee, including the Dean’s Representative, must have copies of the dissertation document at least 2 weeks prior to the date of the scheduled dissertation defense (Final Examination).
4. A minimum of 3 calendar months must separate the General Examination and dissertation defense (Final Examination). The time period between the General and Final Examinations allows students to address and accommodate substantive revisions and suggestions made by the advisory committee. It is the faculty committee’s responsibility to maintain the academic integrity of the process and endorse the quality of the completed work.

**Final Examination (Dissertation Defense)**

The “Request for Doctoral Final Examination” form must be submitted to the Graduate school 3 weeks prior to the date of the examination AND by the current semester deadline for graduates. As noted above the Graduate School refers to the dissertation defense as the Final Examination.

All doctoral degree forms can be obtained from the Graduate School website (see link above).
SPECIFIC GUIDELINES AND PROCEDURES FOR GENERAL EXAMINATION PROCESS

Selecting the General Examination Committee
As the student progresses through the program, he or she will begin to develop or refine specific substantive and research interests and to identify faculty members who share these interests and who might serve on a General Examination Committee. As noted above, the student should choose a Major Professor, who chairs the General Examination committee, no later than the final fall or spring semester of coursework. The Major Professor becomes the student’s primary academic advisor, and henceforth will authorize, review and sign all doctoral degree forms. Together, the student and Major Professor will then choose the rest of the membership to recommend to the Graduate School. As per Graduate School policy, the following regulations apply:
1. Doctoral committees must have a minimum of 3 committee members plus the Dean’s Representative
2. All three committee members must be members of the graduate faculty
3. The Major Professor, who acts as chair or co-chair, must be from the major department If either an adjunct or a non-tenure track faculty member is the Major Professor, a full-time tenured or tenure/track graduate faculty member must co-chair the committee
4. At least one-half of the graduate faculty on doctoral committees must be full-time tenured or tenure-track faculty at LSU
5. A minimum of 2 of those faculty members must be from the student’s major department and at least one of whom must be a full member of the LSU graduate faculty
6. The remaining members may be from the major department or may be from outside the department if pertinent to the student’s area of concentration, with the proviso that at least one of the remaining members must be a full member of the graduate faculty
7. Any declared outside minors require representation, either among the first 3 members of the committee or by additional appointments to the committee.
8. The Dean of the Graduate School appoints a member or members of the graduate faculty to serve on doctoral General and Final Examination Committees (Dean’s Representative).
9. If the student wishes to have a committee member from another university, that person must be approved by the Dean of Graduate School, and will serve in addition to the LSU graduate faculty members

Please refer to the Graduate School listing of eligible faculty: http://www.lsu.edu/graduateschool/faculty-staff/membership-requirements.php

As stated in the LSU General Catalog - The Graduate School, “It is in the best interests of students that those with high probability of continuing successfully toward a doctoral degree be identified as soon as possible. Doctoral students are, therefore, required to pass a rigorous qualifying examination or the general examination within three calendar years (36 months)—or a period deemed equivalent for part-time students—of their classification as doctoral students. An exception may be made to this if a department notifies The Graduate School.”
Content of the General Examination
As the student moves through the doctoral program, he or she will develop a specialization or area of focus within social work. In the content of the General Examination, the student will be expected to demonstrate a broad and integrated knowledge of policy, research, theory, and practice; and to show an understanding of how these apply to the substantive area of focus. The student and the Major Professor/Chair of the faculty advisory committee will decide upon the structure and scope of each content area to be covered in the exam, which must be comprehensive enough to demonstrate expert competence over broad segments of social work and a high degree of familiarity with the content of and current progress in the area of focus (or declared minor, if appropriate). If the student has declared an outside minor, the minor department has the right to decide the format and structure of its part of the examination.

In consultation with the Major Professor/Chair and the other members of the faculty advisory committee, the student will prepare approximately 4-6 broad learning objectives and a comprehensive bibliography in each content area. The student ideally will develop a first draft of the examination proposal while enrolled in SW 7207, Integrative Seminar, during the last semester of coursework. Bibliographies should go well beyond prior classroom reading, thereby prompting students to deepen their understanding of each area and to expand knowledge about the area of focus. Committee members will set questions that are anchored in students’ learning objectives and that can be answered using the sources listed in the bibliography.

To facilitate the process of guiding the student’s reading and setting questions, the student will submit to the Major Professor/Chair and other committee members an examination proposal that contains learning objectives and bibliographies relevant to: (1) substantive area of focus, (2) intervention area pertaining to application to practice and policy, (3) theory, and (4) research methodology. The student should regularly confer with committee members throughout this process, as well as individually meet with committee members (excluding the Dean’s Representative) at least three weeks prior to the scheduled written examination date. The purpose of meeting is to confirm that the student’s examination proposal is sufficiently comprehensive to proceed with testing.

Structure of the General Examination
Students may choose, in consultation with the Major Professor/Chair, one of two options for the written General Examination: take home or in house. Both options require an oral defense of the exam. The Major Professor is responsible for coordinating the logistics of both exam options.

For the written take-home exam, the student will receive the exam questions from the Major Professor/Chair at a predetermined time. The student will then have 72 hours to complete and submit the exam to the committee members.
For the in-house exam, the student will write the exam on campus, over the course of 3-4 days, but within a 1-week period of time. The Major Professor/Chair will locate suitable space for test taking, as well as provide a computer that does not have Internet access. The amount of time provided to write each question on each day will be determined by the Major Professor/Chair and other committee members, in consultation with the student. Exam questions will be provided to the student at the start of each designated time period. If approved by the Major Professor/Chair and other committee members, students may use annotated bibliographies. Students may bring only snacks and keys into the exam room. Students must make arrangements to store all other personal items while taking the exam.

The student will proceed to the oral defense of the General Examination following the approval of the Major Professor/Chair and other committee members. The oral defense will be held no later than 2 weeks following the written exam. This oral exam serves two functions: The first is a supplementary function, permitting the student to enrich and enlarge upon material in the written exam. The second is an integrative function, providing the student with the opportunity to apply knowledge about practice, policy, research methodology, and theory to issues within the substantive area of focus.

**Grading of General Examination**

(Approved by the Doctoral Committee, 2/18/99; Updated 8/12/03; Updated Spring 2006)

In order for students to pass the General Examination, there may be no more than one dissenting vote. The written exam can be retaken once. In retaking the written exam, the student will rewrite only those portions of the exam that have been failed.

**GUIDELINES AND PROCEDURES FOR DISSERTATION PROCESS**

The dissertation is a piece of original scholarship that contributes in a meaningful way to the expansion of knowledge in social work. It is the final written document of a research study planned and conducted by the student with the advice and guidance of the major professor and other members of the dissertation committee. It is the final requirement for receiving the PhD and the culmination of the student’s academic work in the doctoral program.

The dissertation process includes: (1) confirming/selecting the Major Professor/Chair and faculty committee, (2) identifying one or more specific areas of research interest, (3) preparing and defending a dissertation proposal, (4) completing the research, (5) writing the dissertation, and (6) defending the dissertation. As noted above, the defense is referred to by the Graduate School as the Final Examination, which can be taken no earlier than three calendar months subsequent to the date of successfully completing the General Examination. Students may choose between two dissertation formats, the traditional 5-chapter format or the 3-paper format, each described in detail below.

**Selecting a Major Professor/Chair and Faculty Advisory Committee**

Students typically proceed from the General Examination through the Final Examination with the same Major Professor/Chair and faculty advisory committee. Thus, the choice of
a Major Professor/Chair is an extremely important one. As Chair of the Examination and Dissertation Committees, this faculty member will be the student’s primary mentor and guide, and will play a crucial role in managing the defense process for the General Examination and dissertation research. The student should have one or more specific research topics and/or methodological approaches in mind before approaching a potential Major Professor/Chair. This individual typically serves as the Chair of the student’s General and Final Examination Committees. The student should identify a faculty member who shares the student’s research interests and with whom the student feels comfortable as an advisor and mentor.

If it is necessary to modify the composition of the doctoral dissertation committee after successfully completing the General Examination, the Graduate School regulations for the selection of the general exam committee (above) apply.

The Dissertation Proposal
The student and Major Professor/Chair may request an initial meeting of the committee and the student to discuss the student’s proposal ideas and the preparation of the Dissertation Proposal.

The student will develop the dissertation proposal with the guidance of the Major Professor/Chair and in consultation with the other committee members. The proposal serves both as the research design for the study and as a contract between the student and the committee. The proposal formats for each of the two dissertation formats are described below. The proposal should also include an application to the Institutional Review Board (if applicable) and a statement of plans for dissemination of the dissertation.

Dissertation Proposal Review
The Graduate School does not require an official defense of the doctoral dissertation proposal. However, the School of Social Work, like a number of other departments at LSU, has chosen to have a formal proposal review. One purpose of the review is to inform all members of the committee of the direction and substance of the proposed research and to seek their advice and approval. The review also clarifies areas which need further development.

In consultation with the members of the faculty advisory committee, the Major Professor/Chair and the student will set a date for the formal review of the dissertation proposal. The proposal shall be submitted to committee members at least two weeks before the defense.

During the defense, the student will describe the dissertation topic and the rationale for choosing that topic. Committee members will ask the student questions about the proposed dissertation and provide feedback and suggestions for carrying out the study. The review has both evaluative and consultative elements. The proposal must be approved by all members of the committee. It must be signed by all members and placed
in the student’s file. Once this occurs, the proposal constitutes a contract between the student and the committee members. The student is expected to carry out the research plan as stated, and the faculty is expected to give appropriate guidance. If changes need to be made as the research progresses, these can be approved by the Major Professor/Chair and other faculty advisory committee members as amendments to the proposal.

**Electronic Dissertation Requirements**

This LSU Graduate School provides guidelines for correctly preparing the dissertation document for final submission on the worldwide web. LSU is a member of the Networked Digital Library of Theses and Dissertations, an international organization dedicated to promoting the adoption, creation, use, dissemination, and preservation of electronic theses and dissertations.

The Graduate School has developed guidelines that provide uniform standards for meeting LSU’s document requirements, while allowing for differences in disciplinary practices. All dissertation documents must be consistent with these guidelines. For more information about the standards for electronic dissertations, see the Graduate School webpage at: [http://www.lsu.edu/graduateschool/files/enrolled-student-forms/Formatting-Electronic-Theses-and-Dissertations.pdf](http://www.lsu.edu/graduateschool/files/enrolled-student-forms/Formatting-Electronic-Theses-and-Dissertations.pdf)

**Writing the Dissertation – 5-Chapter Format**

The following is a suggested outline for the dissertation document:

**Front Matter**
- Title/author/date
- Acknowledgments
- Abstract
- Table of Contents
- List of Tables
- List of Figures
- List of Appendices

**Chapter 1**

**Introduction and Conceptual Framework**
- An introductory statement that outlines the purpose of the study
- Statement of the problem(s) to be addressed
- Significance/importance of the study
- Brief note of literature relevant to major variables of the study
- Primary research questions and/or hypotheses posed with rationale
- Supplemental research questions and/or hypotheses (if any) posed with rationale
- General conceptual or theoretical focus/framework of the study
- Definitions of key terms/study variables (conceptual and operational definitions)
- Assumptions/limitations of the study
Chapter 2
Literature Review
• Literature review pertinent to scope of the study
• Literature review pertinent to study variables

Chapter 3
Methodology
• Basic research design
• Independent and dependent variables
• Study measures/instrumentation
• Sample and sampling procedure
• Data collection procedures
• Qualitative and/or quantitative data analysis methods used

Chapter 4
Results
• Major results/findings for study hypotheses and/or research questions
• Major results/findings for supplemental hypotheses and/or research questions (if any)

Chapter 5
Conclusion, Discussion, and Implications
• Major findings and conclusions
• Discussion
• Implications of the findings for:
  1. Theory
  2. Research
  3. Social work practice/social welfare policy
  4. Education

This outline can be modified as determined by the Major Professor/Chair, other committee members, and student, especially for dissertations that are policy analyses and historical studies.

Three-Paper PhD Dissertation Option (adapted from U-T Arlington PhD Program manual) (approved by faculty 4-28-17)

Format
PhD students may opt to write their dissertations in a format consisting of 3 publishable papers plus abstract, introductory chapter, and concluding chapter. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction to the dissertation. The structure and content of the introduction and concluding chapter will be essentially the same as in the traditional 5-chapter dissertation format. The concluding chapter will also specifically present and discuss linkages (i.e., similarities and differences, themes or patterns) between the
separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work.

The 3 middle chapters representing the 3 publishable papers will include one systematic review of existing research on the substantive topic or an article based on a theoretical or policy approach to the substantive topic. The other two articles should be empirical research based on data analyzed by the student as part of the dissertation process.

Proposal
The dissertation proposal for the 3-paper format will consist of the introductory chapter, detailed outlines for the 3 planned papers, and a complete methods section for at least one of the planned empirical papers.

Authorship
Students must be sole or first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results. One article may be co-authored with the committee chair and/or committee members, the other articles must be sole-authored by the student. Any authorship in addition to the student is determined in consultation between the committee and the student and may be based on the nature of the data collected, e.g., in collaboration with a community organization where authorship should be shared with a community partner or with a faculty member who collected the data being used. However, in all cases, the student must be responsible for writing at least 80% of any co-authored manuscript and must be the sole author of the methods and results sections and any tables summarizing data presented in those sections. Authorship must be negotiated prior to development of a manuscript and agreed upon in writing by all contributors as part of the completed dissertation proposal. Any subsequent changes in co-authorship must be approved by all members of the student’s dissertation committee in writing.

To avoid conflicts of interest, any co-authors who are members of the student’s dissertation committee must recuse themselves from judging articles carrying their name. In these cases, additional faculty members chosen by the Ph.D. Program Director will, prior to the defense and in concert with those committee members who are not co-authors, determine the suitability of the article(s) in question.

Journal Submission
Journals must be approved by the dissertation committee. The committee will help select journals that will challenge the student and offer a reasonable chance of publication success.

Articles must be ready for submission prior to the dissertation defense and should be submitted as soon as possible following the defense, once any changes suggested by the committee at the defense are made. No articles written, accepted for publication, or
published prior to the dissertation proposal should be included. All three should be written after the proposal defense.

**Final Examination (Dissertation Defense)**  
*Approved by the Doctoral Committee, 5/13/99*

In consultation with dissertation committee members, the Major Professor/Chair and the student set the date for the dissertation defense (Final Examination). Committee members, including the Graduate School Dean’s Representative, must receive a copy of the dissertation at least 3 weeks prior to the scheduled defense date.

The oral defense of the dissertation is the faculty advisory committee’s review and evaluation of the dissertation document and of the student’s explanation of the study. The student and Major Professor/Chair should maintain frequent and open communications with the committee throughout the dissertation process. The Major Professor/Chair may request that the committee members inform him or her if, after reviewing the written document, there is any reason why the defense should not proceed as scheduled.

At the defense, the student will present a summary of the dissertation, including a statement of the problem, major research questions, theoretical base, methodology, results and conclusions. Committee members will then raise questions or ask for clarification. At the conclusion of the defense, committee members will vote on whether the student has passed or failed. They may also discuss any revisions which they want the student to make.

**Grading of the Final Examination**

In order for the student to pass the Final Examination, there can be no more than one dissenting vote. If the student is asked to make revisions, the committee can choose whether these need to be approved by the entire committee or only by the Major Professor/Chair. The student then makes any necessary revisions and seeks final committee approval.

**COMMITTEE MEMBER REMOVALS**

**Student-Initiated Removal of a Committee Member**

When a student requests that a committee member, including the Major Professor/Chair, be removed from the General Examination or Final Examination (Dissertation) committee, and that committee member does not voluntarily resign from the committee, the Major Professor/Chair will call a meeting of the committee at which time the issues involved in the case will be discussed. The committee then may make a recommendation as to whether the committee member in question should resign from the committee. If the issue is not resolved at this point, it may be brought by either the student or the committee member in question to the Director of the Doctoral Program and Doctoral Program Committee for a review, and, subsequently, if the issue remains unresolved, to the Director of the School of Social Work for a final decision. A student-initiated change of
the Major Professor/Chair late in the student’s course of study is regarded as very unusual and will be considered only in extraordinary circumstances. Examples may include cases where there is a dual relationship, major conflict of interest, or where the Major Professor/Chair is clearly not providing, or is unable to provide, adequate guidance to the student.

**Committee Member-Initiated (Self-) Removal from a Student Committee**

When a doctoral committee member wishes to remove him- or herself from a student’s General or Final Examination committee, the committee member should write a letter to the student explaining why this course of action has been taken. The letter should be copied to the Major Professor/Chair, Director of the Doctoral program, and Director of the School of Social Work. The student and Major Professor/Chair may then select a faculty member to replace the outgoing committee member. In the event that the Chair removes him- or herself, the student, in consultation with the Director of the Doctoral Program, will select a replacement. It is not the responsibility of the Director of the School of Social Work to replace committee members who have removed themselves.

**GROUP FOR THE ADVANCEMENT OF DOCTORAL EDUCATION (GADE):**
http://gadephd.org/AboutUs.aspx

The Group for the Advancement of Doctoral Education in Social Work is an organization made up of over 80 social work doctoral program directors worldwide who represent their member Universities. Founded in the late 1970s, GADE primary purpose is to promote excellence in doctoral education in social work, especially through networking, information sharing and advocacy. Our members focus on sharing experiences to support innovation and excellence in teaching and learning and the advancement of the quality of doctoral research. We support the success and professional development of doctoral students in all their diversity and promote recognition of their achievements and contributions. We are committed to identifying and sharing potential funding sources or other resources that support doctoral education while providing guidance and support to new and developing doctoral programs here and abroad. Importantly, GADE disseminates “Guidelines for Quality in PhD Programs” and represents and promote the interests and concerns of social work/social welfare doctoral programs in the larger profession.

**Networking and Information Exchange**

GADE sponsors a members-only annual conference in the Spring that provides rich opportunities for networking, information exchange and intellectual challenge and reflection around curriculum, educational administration, and doctoral program implementation. Our annual meetings are heavily attended and positively evaluated. We also maintain an active Listserve of all member Directors of PhD and DSW programs which provides another primary vehicle for lively and timely informal sharing of best practices.

**Coalition-Building**

We represent the interests of GADE and social work doctoral education through participation in coalitions, such as Council on Social Work Education’s (CSWE) Leadership
Forum and NASW’s ANSWER COALITION. GADE also regularly participates in and sponsors events at other social work education conferences. This includes a doctoral student breakfast at CSWE’s annual meeting, an information session at BPD (Baccalaureate Program Directors), and a reception for members and GADE alumni at SSWR (Society for Social Work & Research).

**Supporting Doctoral Student Success**

Our commitment to excellence is illustrated by our recognition of doctoral students through our robust awards program. Using a competitive application process, GADE annually presents an award for excellence in doctoral research and one for student service and leadership, which brings well deserved visibility to their achievements. In addition our website offers links to funding sources, academic employment listings and other resources for current and prospective doctoral students alike.