

**Doctor of Philosophy in Social Welfare**

**PROGRAM AND POLICY MANUAL**

**UNIVERSITY OF HAWAI`I  
MYRON B. THOMPSON SCHOOL OF SOCIAL WORK**

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UH School of Social Work PhD Program Committee  
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and

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# TABLE OF CONTENTS

<b>STATEMENT OF PURPOSE</b> .....	1
<b>PROGRAM GOALS AND EDUCATIONAL OBJECTIVES</b> .....	1
<b>ADMISSIONS</b> .....	3
ADMISSION APPLICATIONS .....	3
INTERNATIONAL ADMISSIONS.....	4
<i>Language Requirement</i> .....	5
ADMISSIONS OF UHM FACULTY.....	8
<b>PART-TIME ATTENDANCE REQUIREMENTS</b> .....	8
<b>REQUIRED EQUIPMENT FOR DISTANCE EDUCATION COURSES</b> .....	9
<b>BRIEF OVERVIEW OF PROGRAM REQUIREMENTS</b> .....	9
<b>PH.D. DEGREE REQUIREMENTS</b> .....	10
CORE REQUIRED COURSES .....	10
PREREQUISITES FOR NON-MSW DEGREED STUDENTS AND COURSE SEQUENCING .....	11
SPECIALIZATION AREA .....	12
TEACHING AND RESEARCH PRACTICA.....	12
ELECTIVES .....	13
<i>Approved Electives</i> .....	13
MINIMUM GRADE REQUIREMENT IN THE CORE .....	14
STUDENT PROGRESS THROUGH THE CORE CURRICULUM .....	14
DIRECTED READINGS SW 699'S .....	14
INCOMPLETE GRADES.....	15
<b>CORE COURSE DESCRIPTIONS</b> .....	15
<b>QUALIFYING EXAMINATION</b> .....	16
<i>Time of Qualifying Examination.</i> .....	16
<i>The Examination</i> .....	17
<i>Examination Grading</i> .....	17
<b>SPECIALIZATION COMMITTEE &amp; PROCESS</b> .....	20
<i>Conditions for Commencing the Specialization.</i> .....	20
<i>Specialization Committee Procedures, Submission and Approval of the Specialization Plan</i> .....	20
<i>Specialization Plan.</i> .....	21
<i>Specialization Courses</i> .....	21
<b>DOCTORAL COMMITTEE</b> .....	22
COMMITTEE COMPOSITION .....	23
GRADUATE FACULTY QUALIFICATIONS: DISSERTATION CHAIR AND COMMITTEE MEMBERS .....	24
<b>COMPREHENSIVE EXAMINATION (CE)</b> .....	26
<b>DOCTORAL DISSERTATION AND FINAL EXAMINATION</b> .....	27
NATURE AND SCOPE OF THE DISSERTATION.....	27
DISSERTATION DESIGN .....	27
DOCTORAL DISSERTATION .....	27
FINAL EXAMINATION (DISSERTATION DEFENSE) .....	29

SUBMISSION AND PUBLICATION.....	32
<b>ADVISING.....</b>	<b>33</b>
<b>STUDENT REVIEWS.....</b>	<b>34</b>
ANNUAL REVIEW OF DOCTORAL STUDENTS .....	34
INDIVIDUAL STUDENT REVIEWS .....	34
<b>ACADEMIC POLICIES.....</b>	<b>35</b>
CONTINUOUS ENROLLMENT .....	35
LEAVE OF ABSENCE.....	35
<i>Length of Leave Allowed.....</i>	<i>35</i>
<i>Who May Apply.....</i>	<i>36</i>
<i>How to Apply.....</i>	<i>36</i>
<i>Return from Leave.....</i>	<i>36</i>
CONCURRENT OR SEQUENTIAL DEGREES.....	36
SEVEN-YEAR RULE.....	37
CONDUCT CODE.....	37
DISCIPLINARY ACTIONS .....	38
RESOLUTION OF GRIEVANCES.....	39
RESOURCE PERSONS WITHIN THE SCHOOL AND THE UNIVERSITY .....	42
<b>PHD PROGRAM GOVERNANCE.....</b>	<b>43</b>
PH.D. PROGRAM COMMITTEE .....	43
PURPOSE.....	43
DUTIES.....	43
MEMBERSHIP.....	43
STUDENT REPRESENTATION ON THE PH.D. PROGRAM COMMITTEE.....	44
PH.D. ADMISSIONS SUBCOMMITTEE .....	44
PH.D. CURRICULUM SUBCOMMITTEE .....	45
PH.D. QUALIFYING EXAMINATION SUBCOMMITTEE .....	46
PH.D. RECRUITMENT/FINANCIAL SUPPORT SUBCOMMITTEE.....	46
PH.D. PROGRAM ASSISTANT.....	47
<b>APPENDIX A: PHD IN SOCIAL WELFARE DEGREE REQUIREMENTS .....</b>	<b>49</b>
<b>APPENDIX B: GUIDELINES FOR SPECIALIZATION PLANS .....</b>	<b>50</b>
<b>APPENDIX C: SW 699-TUTORIAL/DIRECTED READING FORM .....</b>	<b>53</b>
<b>APPENDIX D: SW 699-INDIVIDUAL REVIEW/INCOMPLETE PLAN FORM.....</b>	<b>54</b>
<b>APPENDIX E: TEACHING PRACTICUM.....</b>	<b>55</b>
<b>APPENDIX F: RESEARCH PRACTICUM.....</b>	<b>58</b>
<b>APPENDIX G: GUIDELINES FOR THE COMPREHENSIVE EXAMINATION – DISSERTATION PROPOSAL.....</b>	<b>60</b>
<b>APPENDIX H: CONFLICTS OF INTEREST: DISCLOSURE, REVIEW AND MANAGEMENT .....</b>	<b>64</b>
<b>APPENDIX I: DISSERTATION STYLE POLICY.....</b>	<b>66</b>

## **STATEMENT OF PURPOSE**

The purpose of the doctoral program is to prepare students for leadership in social work education, research and the field of social welfare. The doctoral program advances the School's mission to generate, transmit, and apply knowledge regarding the relationship between social problems and effective professional practice. In particular, the program encourages advanced level scholarly inquiry to enhance knowledge through an understanding of Native Hawaiian and other Pacific Islander and Asian cultures of our communities, state and the Pacific Region.

## **PROGRAM GOALS AND EDUCATIONAL OBJECTIVES**

The major goals of the doctoral program are to:

1. Provide students with the substantive and methodological competence requisite for scholarship and research in social policy and social work practice in the field of social welfare;
2. Increase the number of social welfare professionals, especially in Hawaii and the Pacific Region, who would be qualified to carry out social welfare research and program evaluations, to teach, and to foster knowledge development in all areas of social work; and
3. Increase the number of doctorally educated social workers from underrepresented ethnic and minority groups.

The Ph.D. curriculum exposes students to a program of study and investigation that places its highest priority on independent inquiry and the enhancement of intellectual, creative, and analytical abilities. Each student completing the doctoral program will be expected to possess a comprehensive body of knowledge about the field of social welfare, related behavioral and social sciences, and the social work profession in relation to one or more social problem areas. Each student will demonstrate ability to conduct independent research on a critical social problem. Specifically, each doctoral graduate is expected to achieve the following educational objectives:

1. Apply relevant social work and social science knowledge to the resolution of critical social problems;

2. Critically evaluate the cultural dimensions of social problems and promote strategies for social problem resolution;
3. Delineate and analyze social policy and social work practice issues related to substantive areas in social welfare and conceptualize the social or behavioral processes characterizing them;
4. Analyze and apply social science theories, findings, and research methodologies to social welfare knowledge-building concerns;
5. Formulate professionally relevant and theoretically productive research questions and hypotheses, and investigate them through empirical research, with particular concern and sensitivity to culturally appropriate research methodologies and needs in Hawaii and the Pacific Region;
6. Integrate and synthesize research findings into the body of professional knowledge; and
7. Disseminate knowledge through publications and/or teaching.

To accomplish the above, the doctoral curriculum provides opportunities for students to acquire advanced and comprehensive knowledge in the following areas:

1. The application of social science theories and research to social policy analysis, program evaluation, and social work practice.
2. The conceptualization, design, and conduct of empirical research.
3. At least one critical social problem area.
4. Perspectives on culturally appropriate social welfare programs, social work practice and intervention approaches.
5. Pedagogy of teaching and research through practicum experiences.

## ADMISSIONS

In addition to requirements set forth by the University of Hawai'i Graduate Division, the Doctoral Program Committee of the School of Social Work looks for evidence of the following when reviewing applications:

1. Education: Applicants must have a Master of Social Work or Social Welfare degree from a CSWE accredited school/program of social work prior to beginning the PhD program. Exceptions are sometimes made to this requirement for applicants from countries without accreditation provided they produce evidence that their degree is approved by the International Social Work Degree Recognition and Evaluation Service of the Council on Social Work Education:  
<http://www.cswe.org/CSWE/career/evalservice/> or for allied master's degreed applicants with strong credentials and with experience working in social work settings (*approved by the SSW PhD Program Committee and Social Work Graduate Faculty, April 2007*).
2. Scholarly capacity: Applicants are expected to show capacity for advanced academic work and potential for scholarship. The ability to work independently and develop competence to design and carry out rigorous research studies relevant for social work is a critical expectation of the Ph.D. program. Applicants are expected to demonstrate excellent writing skills, and evidence of analytic skills, research interest and capabilities, as part of the admissions application.
3. Work experience: Applicants with at least two years of experience working with multicultural populations will be preferred.
4. Career goals: Applicants' interests and career goals should be compatible with the stated focus of the PhD program.

### Admission Applications

Application to the UH SSW PhD program requires completion of two applications. The School of Social Work application is located at: <http://www.hawaii.edu/sswork/phd-forms.html>. The UH Graduate Division application is located at: <http://www.hawaii.edu/graduatestudies/admissions/html/admissions>.

[htm](#). Both applications are required and must be submitted as described in the instructions. Application deadline is January 15 for entrance in the fall semester.

## **International Admissions**

This section contains additional information and requirements for international applicants. To be eligible to apply for admission, international applicants need to meet admissions criteria and documentation requirements (see Admissions on the Graduate Division website: <http://www.hawaii.edu/graduatestudies/international/html/international.htm>).

### International Transcripts and Academic Records

All international applicants are required to submit one current official transcript or academic record from each institution of higher education attended, including any study abroad or exchange programs, summer programs, and non-degree work and extension programs. Transcripts or academic records must be sent to the [Graduate Admissions Office](#) directly from the issuing institution(s), or in sealed institutional envelopes if submitted with the application. For applicants from certain regions (see below), the [Graduate Admissions Office](#) accepts only official academic records sent directly from the issuing institution(s).

Please note the following:

Non-English transcripts or academic records must be issued in the original language and be accompanied by English translations. English translations must be exact word for word translations of the original document. Translations issued by the institution must bear the official seal or stamp of the institution and be attached to the official transcript or academic record. Translations by professional translators must bear the translator's original signature and be accompanied by a copy of the original language documents.

Transcripts or academic records must indicate all dates of attendance, course titles, credits or hours, and grades received. If any course title is not descriptive in terms of content, attach a course syllabus to the transcript or academic record.

Do NOT convert numerical grades to letter grades. A complete grading scale or system of evaluation sent by the institution is required if not indicated on the transcript or academic record.

Transcripts or academic records must indicate any degree, diploma, professional title, certificate of study, or other academic credential received. If not, submit official copies and English translations of all academic credentials.

Applicants from institutions in Bangladesh, India, Myanmar, Nepal and Pakistan must submit properly attested mark sheets for each year of study showing the subject included in each examination, the maximum mark in each subject, the minimum mark for passing, the mark obtained, and the "Division" or "Class" received. All academic records are accepted if attested by the registrar, assistant registrar, head of department, dean of student affairs, controller of examinations, USEFI student advisor, professor-in-charge or principal.

Applicants from institutions in the Russian Federation and former Soviet Union: The Graduate Admissions Office will accept ONLY academic certificates, supplements to the diploma, archival certificates and degree certificates sent directly from the issuing institution(s).

### **Language Requirement**

The School of Social Work welcomes international applicants to the PhD program. In addition to meeting the general requirements for admission to the Graduate School and the School of Social Work, applicants whose first language is not English must demonstrate English proficiency by submitting a score for both the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE), or the TOEFL-ibt (internet based test). TOEFL must be taken with the TSE only if it is taken as a paper (pbt) or computer-based (cbt) test. While the Graduate School may waive the TOEFL tests for those who hold bachelor's degrees from a U.S. institution or from an institution in another English-only speaking country (within the last five years, see additional information below), **the School of Social Work requires the above named tests.** This more rigorous language requirement is necessary because of the demanding nature of the literature covered in the program and the expected high level of writing and verbal performance required of our students.

Upon acceptance to the School of Social Work and arrival at the University of Hawai'i, students for whom English is a second language will be assessed for English language proficiency. Based on this assessment, students may be required to take English as a Second Language (ESL) courses prior to or while enrolled in social work courses. Additional course work may delay a student's completion of the PhD program. Students are responsible for the additional cost of ESL courses.

### English Proficiency

Most applicants whose native language is not English are required to take

either the TOEFL or the IELTS. Official scores should be sent directly to the Graduate Admissions Office. The Educational Testing Service (ETS) code for UHM is 4867. Test scores cannot be more than two years old.

Test	Required Minimum Scores
TOEFL Test of English as a Foreign Language TOEFL/TSE Publications PO Box 6151 Princeton, NJ 08541-6151 Web: <a href="http://www.toefl.org">www.toefl.org</a>	Minimum scores vary for each graduate program. For more information, please see <a href="#">individual graduate program listings</a> . For teaching assistantship applicants, minimum scores are 600/250/100 (paper/computer/Internet), with subtest scores of 25 for listening and 25 for speaking. Institutional TOEFL scores are not accepted except for UHM institutional TOEFL scores.
IELTS International English Language Testing System IELTS Email: <a href="mailto:ielts@ieltsintl.org">ielts@ieltsintl.org</a> Web: <a href="http://www.ielts.org">www.ielts.org</a>	Minimum score is 5.00 for the overall band test results. For teaching assistantship applicants, minimum score is 7.00.

### Financial Statement

International applicants need to show proof of sufficient funding to cover all educational and living expenses, including expenses for any accompanying spouse or children. Upon admission to UHM, only international applicants with proof of funding will receive visa documents.

The [Confidential Financial Statement for International Applicants](#) is required of most international applicants. Refer to the form for detailed instructions at the Grad Division website.

### Issuance of Visa Documents

International applicants who have been admitted to more than one graduate program need to choose a graduate program, before the visa documents can be issued.

### Enrollment Regulations

#### Full-Time Enrollment:

International students are required by law to maintain full-time enrollment while studying in the United States. Exceptions may be granted to students with

serious illness, students in their graduating semester, or students who experience academic difficulties. To enroll less than full-time, students need advance approval from [International Student Services](#).

### Distance Education

Enrollment in distance education courses is restricted for international students studying in the United States. More information is available at Grad Division website - [International Student Services](#).

### International Student Services

International Student Services  
Student Services Center, Suite 206  
2600 Campus Road  
Honolulu, HI 96822-2205  
Tel: (808) 956-8613  
Fax: (808) 956-5076  
E-mail: [issmanoa@hawaii.edu](mailto:issmanoa@hawaii.edu)  
Web: [www.hawaii.edu/issmanoa](http://www.hawaii.edu/issmanoa)

International Student Services assist international students with the maintenance of their F-1 or J-1 visa status and provide guidance and advising to students. Visit the Services' Web site for additional information of interest to international students.

### Employment in the United States

While international students on F-1 visas and exchange visitors on J-1 visas are required to show proof of sufficient funding for the duration of study, many work after their arrival in the United States to cover some of their expenses.

Before seeking any type of employment, F-1 and J-1 visa holders need to apply for a social security number and a work permit. J-1 visa holders also need to obtain permission from the responsible officer of their sponsoring agency.

Graduate Division links at:

<http://www.hawaii.edu/graduate/international/html/about.htm>

Provide information regarding employment for F-1 and J-1 visa holders.

The [International Student Services](#) assists international students in obtaining employment eligibility and holds mandatory information workshops on off-campus employment. For more information, contact the ISS.

## Health Insurance

UHM requires all international students to maintain comprehensive medical insurance for the duration of study. [International Student Services \(ISS\)](#) can assist international students in selecting appropriate insurance and health care services for themselves and their dependents. [ISS](#) also assists students with insurance claims.

The university sponsors two student insurance plans. Students who are employed as graduate assistants may elect to purchase a UHM employee health insurance plan. International students who wish to purchase a health insurance before coming to the United States should correspond with [ISS](#) beforehand

## **Admissions of UHM Faculty**

UHM Faculty holding a position at rank 3 or above or the equivalent may not pursue nor be enrolled in an advanced degree program in the graduate program administered by the academic department in which he or she is employed (UHM Graduate Division).

In addition, UHM School of Social Work faculty holding a position at rank 2 (Specialist or Instructional) may not pursue or be enrolled in the PhD in Social Welfare degree program within UHM SSW. Exceptions to the aforementioned policy will be considered upon submission of a written request to the Chair of the PhD program with full disclosure describing how areas of potential conflict of interest will be addressed (see Appendix G: Conflicts of Interest: Disclosure, Review and Management).

## **PART-TIME ATTENDANCE REQUIREMENTS**

Part-time students are defined as students who are enrolled in the Ph.D. program for less than 8 credit hours per semester.

**Part-time students who have not completed the core must take at least six credits per semester.** Summer courses, if offered, can be counted against this total. Directed reading hours may be counted in this total. Students who do not meet this requirement will be required to seek an official leave of absence from the program.

## **REQUIRED EQUIPMENT FOR DISTANCE EDUCATION COURSES**

Students are required to have the appropriate computer equipment which includes webcam, microphone headset, and a reliable, high-speed, hard-wired Internet connection in order to participate in synchronous web or online courses.

## **BRIEF OVERVIEW of PROGRAM REQUIREMENTS**

This overview provides a framework of the PhD in Social Welfare requirements. Students are responsible for reviewing the information provided in this manual and on the University of Hawai'i Graduate Division website (please see the UH Graduate Division Site Map <http://www.hawaii.edu/graduate/sitemap.htm><sup>1</sup>) regarding the program and degree requirements for the PhD in Social Welfare.

The PHD Program strongly recommends full-time residency, defined as 8 or more credits per semester for the first two years. Part-time students (less than 8 credit hours per semester) who have not completed the core requirements must take at least 6 credits per semester. Doctoral students are required to earn a total of 46 graduate-level credits which does not include dissertation research credits (SW 800). Students are encouraged to remain in residence while working on the dissertation.

The first year of the program is heavily prescribed. Students normally take the Qualifying Examination at the end of the first year, which covers the content of the first-year courses in research methods, theory, and policy. All core courses must be completed prior to taking the Qualifying Examination. Passing the Qualifying Examination admits students to pre-candidacy.

Students may begin discussing formation of their specialization committee with the PhD Chair prior to passing the Qualifying Examination. However, the specialization committee is not official until students pass their Qualifying Examination.

Students are required to take Teaching and Research Practica any time after completing the Qualifying Examinations.

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<sup>1</sup> UH Graduate Division policies website is the primary source cited in this document.

In the specialization phase, students have more flexibility in selecting courses based on their substantive and research interests. Students confer closely with their specialization chair and members of their specialization committee to select courses relevant to their scholarly objectives.

After the specialization courses are successfully completed, students take the SW 755 *Specialization Integration* Seminar to research and write the integration seminar paper. This paper serves as the foundation for the Comprehensive Examination (or Dissertation Proposal Paper).

Once the Comprehensive Examination paper is approved by the student's Doctoral Committee, the Oral Comprehensive Examination is scheduled, typically at the end of the second year or beginning of the third year. When the Comprehensive Examination is passed, students advance to formally working on their dissertation research.

Completion and successful defense of the dissertation are required before the PhD is conferred. It is the student's responsibility to develop a plan in order to fulfill the stated requirements.

## **Ph.D. DEGREE REQUIREMENTS**

The doctoral curriculum is designed to provide sufficient structure to allow students to progress smoothly through the program and, at the same time, provide the flexibility and rigor that are the hallmark of doctoral education. The organization of the curriculum is divided into **core required courses** to ensure that all students are equipped with comparable basic knowledge; **specialization work**, in which students largely design their own curriculum; **teaching and research practica**; **electives**; **a dissertation design requirement**; and the **dissertation**. **The Ph.D. in Social Welfare requires a minimum of 46 hours of course credit excluding dissertation credits** (see Appendix A: PhD in Social Welfare Degree Requirements).

### **Core Required Courses**

The core program is comprised of a series of required courses that all students must take. These core courses are in the areas of logic of inquiry, quantitative and qualitative research methods, policy analysis and program development in social work, and analysis and development

of knowledge in social work. The core courses provide intensive and extensive knowledge of social work's use of the existing social science knowledge base, appropriate research methodologies, analytic strategies and effective intervention approaches to social problems and the delivery of human services. The purpose of these core courses are to:

1. Provide knowledge unique to social work and social welfare;
2. Provide a framework for integration of knowledge, particularly the knowledge obtained from courses in other university units;
3. Provide the basic training necessary for empirical research and scholarship; and
4. Ensure that some of the unique components of the program, such as cultural perspectives, concerns of the people of Hawaii and the Pacific, and a focus on research and knowledge development, are integrated into the curriculum.

The core curriculum of the Ph.D. program consists of the following six required courses:

- SW 651 - Introduction to Quantitative Methods (3)
- SW 750 - Analysis and Development of Knowledge for Social Work (3)
- SW 752 - Qualitative Research: Philosophical, Methodological and Analytic Approaches (3)
- SW 654 - Multiple Regression in Behavioral Research (3)
- SW 731 - Social Policy Analysis (3)
- SW 751 - Research Design and Cross-cultural Applications (3)

### **Prerequisites for Non-MSW Degreed Students and Course Sequencing**

Students accepted with a master's degree in allied areas (e.g. public health, counseling, psychology, nursing, medicine) are required to take:

- **SW 630 Social Welfare Policy and Services (3 credits)**, its equivalent, or a waiver examination (must be taken on the UH campus) before enrolling in SW 731 (Social Policy Analysis);
- A **one credit Directed Reading course (SS 699) on the social work** profession which includes social work history, contemporary issues and the nature of social work practice.

- **SW 640 Introduction to Scientific Methods and Principles in Social Work (3 credits)**, its equivalent, or a waiver examination (taken on the UH campus) is a prerequisite for SW 651 (Introduction to Quantitative Methods). SW 651 is a prerequisite for SW 654 (Multiple Regression in Behavioral Research). All required core courses must be completed before the qualifying exam.

### **Specialization Area**

The individualized specialization plan is the key focus of the doctoral curriculum. A student's specialization plan emphasizes her or his commitment to the careful study of human/social problems, and the development and evaluation of policies and programs designed to prevent or remediate social problems. In particular, the specialization allows students to plan programs of study consistent with their career goals. Students select one human/social problem relevant to social work as a focus for their specialization. (SEE section on Specialization Committee and Process)

### **Teaching and Research Practica**

Research and teaching practica are designed to provide students with direct mentoring and hands-on experience. Students are required to take a minimum of one semester in teaching and one semester in research. Typically, practica should be completed between passing the Qualifying Examination and the Comprehensive Examination. [Passed by majority vote by the PhD Program Committee on April 23, 2007]

The teaching practicum provides students with opportunities to develop skills for academic positions and future leadership roles. Guidelines for developing the Teaching Practicum are found in Appendix D.

A critical part of development as a scholar is knowledge development through research. The research practicum (Appendix E) targets the development of students' research skills with these specific goals: (1) to provide research experience through participation in supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students' research skills; and (4) to develop skills in writing for publication.

## Electives

Students are required to complete at least two elective courses. ***One elective must be in the area of research methods and statistics and the second elective in program evaluation.*** These courses must be chosen from the list of approved electives specified below. These elective courses are intended to reinforce each student's knowledge in any of the core or specialization areas.

All electives are subject to prior approval by the student's advisor. If the class is not already on the Ph.D. Program Committee's approved list, the student must submit a graduate catalog outline or other course description prior to the beginning of the first class for Ph.D. Program Committee review and approval. If the Ph.D. Program Committee approves the course, it will be added to the electives list. Students may take additional courses beyond the two electives to further their preparation.

**Approved Electives.** Students are required to select one elective course in each of the two curriculum areas listed below. The courses listed below have been approved by the Ph.D. Program Committee as fulfilling the elective requirements.

### Elective Research Methods/Statistics Courses

SW 652, SW 653, SW 655, SW 656, SW 657, SW 658  
SOC 605 (Sociology) - Seminar in Advanced Statistics  
SOC 608 - Survey Research Design & Analysis  
SOC 705 - Multivariate Analysis  
PH 659 (Public Health) - Methods of Demographic Analysis (cross-listed as PPST 691)  
PH 663 - Principles of Epidemiology I  
PH 664 - Principles of Epidemiology II  
PH 747 - Statistical Methods in Epidemiological Research  
PH 753 - Life Table & Survival Analysis  
PH 754 - Categorical Data Analysis  
EDEP 626 (Educational Psychology) - Scaling: Measurement of Attitude & Perception (cross-listed as PSY 617)  
EDEP 768D - Seminar in Educational Psychology--Measurement  
EDEP 768E - Seminar in Educational Psychology--Statistics  
EDEP 768H - Seminar in Educational Psychology--Research Methodology  
EDCS 632 (Curriculum Studies) - Qualitative Research Methods  
EDCS 732 - Qualitative Data Analysis  
PPST 691 (Population Studies) - Methods of Demographic Analysis (cross-listed as PH 659)

PPST 692 - Estimation from Limited Data  
PPST 695 - Demographic Surveys  
ANTH 710 (Anthropology) - Seminar in Research Methods and Design  
ECON 628 (Economics) - Econometrics I  
ECON 629 - Econometrics II  
ICS 672 (Information & Computer Sciences) - Time Series Analysis  
AREC 626 (Agricultural & Resource Economics) - Econometrics I  
AREC 634 - Econometrics II

### Elective Program Evaluation Courses

PH 765 (Public Health) - Program Evaluation (cross-listed as SW 765)  
PLAN 652 (Urban and Regional Planning) - Policy Implementation and Program Evaluation  
SW 733 - Program Development, Funding and Evaluation  
SOC 701 - Seminar in Evaluation Research

These courses are currently listed in the Graduate Catalog. There is no guarantee, however, that they will be taught each year.

### **Minimum Grade Requirement in the Core**

Students are required to pass all core courses with a 3.0 (B) grade or better in the 18 units of the core courses, and maintain an overall 3.0 grade point average. Students with a "C" grade may re-enroll in the core course with the permission of the Ph.D. Program Committee.

### **Student Progress through the Core Curriculum**

All students must take at least one core course per semester and at least three core courses per academic year. Additionally, all students who have not completed the core must take at least six credits per semester.

### **Directed Readings SW 699's**

Students taking directed readings (SW 699) must provide the PhD Program office with information regarding the instructor and objectives of each directed study period (See Appendix C: 699 Tutorial/Directed Reading Form; forms are available at the PhD administrative office and online).

## **Incomplete Grades**

An "I" grade is given to students who fail to complete a small but important part of a semester's work before the semester grades are determined if and only if the instructor believes that the failure was caused by conditions beyond the student's control and not by carelessness or procrastination. Students are expected to complete all required core courses. Students receiving an "I" should contact the instructor to determine the steps to be taken to remove the "I." Form ISR-CI must be completed and submitted to the PhD Program office (see Appendix D).

An "I" in prerequisite courses (e.g. SW630, 640, or 699-directed readings specifically determined to be prerequisites) must be resolved with a "C" grade or better prior to the University of Hawaii add/drop deadline. If the incomplete is not resolved prior to this deadline, the student may not continue in the requisite course.

If a student receives a permanent "I" in a required program course (including SW755), the student may retake the course once. **If the student fails to complete the class a second time, the student is not permitted to remain in the program.**

## **CORE COURSE DESCRIPTIONS**

**SW 651 Introduction to Quantitative Methods (3)** Introduction to quantitative methods in the behavioral sciences. Review of elementary statistical methods. Introduction to the general linear model as principle of data analysis. Pre: 640 or instructor consent.

**SW 654 Multiple-regression in Behavioral Research (3)** Advanced application of the general linear model to complex problems of data analysis. Relation of analysis of variance and co-variance to regression analysis. Pre: 651 or instructor consent. (Cross-listed as EDEP 604)

**SW 731 Social Policy Analysis (3)** Students pursue in-depth a specific topic in the areas of social planning, social policy analysis, evaluation of social programs, administration, supervision, and consultation. Selectively a comparative perspective is introduced and case studies used to illustrate concepts, principles, and techniques, with implications for practice. Pre: 630 or PhD student in social welfare or instructor consent.

**SW 750 Analysis and Development of Knowledge for Social Work (3)**

Focuses on developing an understanding of philosophy of science, theory development, social work epistemology, and the analysis and development of knowledge for social work practice. Pre: PhD student in social welfare or instructor consent.

**SW 751 Research Design and Cross-Cultural Applications (3)**

Empirical research methodology with emphasis on design principles and measurement theory; design and measurement issues and problems in cross-cultural research. Pre: PhD student in social welfare or instructor consent.

**SW 752 Qualitative Research: Philosophical, Methodological and Analytic Approaches (3)**

Theories and methods of qualitative research; problem formulation, informant selection, study design, data collection and analysis utilizing qualitative approaches. Pre: PhD student in social welfare or instructor consent.

**SW 755 Specialization Integration Seminar (3)**

Culminating experience in social welfare doctoral specialization; integration of PhD core and specialization course work. Pre: PhD student in social welfare or instructor consent.

**SW 800 Dissertation Research (V)** Repeatable once.

## QUALIFYING EXAMINATION

The objective of the Qualifying Examination (QE) is to assess students' knowledge, analytic competence, and ability to apply and integrate concepts across the areas of the core curriculum.

All PhD students must pass the QE in order to proceed in the program. When all required core courses are completed, and readiness to take the QE is determined with his or her faculty advisor, the student will notify the Doctoral Program Chair. If a student has an incomplete, or "I" grade, for any of the core courses, she or he is not eligible to take the QE.

**Time of Qualifying Examination.** Students may arrange to take the QE during finals week of the Spring semester (mid-May) or prior to the beginning of the Fall semester (mid-August). QE scheduling may be influenced by faculty availability or other scheduling considerations.

**The Examination.** The qualifying exam is a written examination consisting of questions pertaining to all areas of the core curriculum. Examination questions test students' ability to integrate and apply knowledge within and across areas covered in the core curriculum. Students must complete all parts of the exam with a year of completing all core courses.

The QE tests students on the synthesis and integration of the following core courses:

SW 750 - Analysis and Development of Knowledge for Social Work  
SW 731 - Social Policy Analysis  
SW 752 - Qualitative Research: Philosophical, Methodological and Analytic Approaches  
SW 651 - Introduction to Quantitative Methods  
SW 654 - Multiple Regression in Behavioral Research  
SW 751 - Research Design and Cross-cultural Applications

To pass the qualifying exam, students must perform at a level that, in the judgment of the Doctoral Committee, indicates the capacity to continue in the program and to conduct independent research with the conceptual and methodological rigor expected in designing an acceptable dissertation. In order to assess that capacity, the qualifying exam requires that students demonstrate their mastery of each subject area in a manner that reflects comprehension, critical analysis of complex issues within each subject area, and the appropriate application of the material to illustrative subject area scenarios.

The examination is “closed-book” (without any resource materials); administered in two, four-hour morning sessions. The exam may include a section on defining concepts; several comprehensive substantive, problem-based questions on research design and methods; statistics and application of statistical concepts; cross-cultural applications; social policy; and social welfare knowledge development.

To ensure student anonymity during the faculty’s evaluation of the exam, all exam responses will be written using a computer (MS Word software). Students will use a School of Social Work computer (without access to the internet). Students will not have access to books, class notes, web-based materials, or other materials while they are completing the exam. The exam is given in an electronic format and students complete the exam on a computer.

**Examination Grading.** Students are expected to pass the QE at a performance level considered to be consistent with doctoral level education.

The QE Examination Sub-Committee consisting of faculty who taught the core courses will be responsible for creating and grading the qualifying exam. The Ph.D. Chair will designate the pool of readers for each exam, and when necessary will select additional readers. Readers will score each exam independently and anonymously.

Each student's examination will remain anonymous until the committee has completed the evaluation. Answers to each question will be evaluated on a pass/fail basis. A student may pass, conditionally pass, or fail the exam. **Students who fail the exam, or part of the exam, will have the option of re-taking the failed part of the exam once. The re-take must occur during the same testing period i.e. within the same semester as the first take<sup>2</sup>.** The Ph.D. Chair will keep the exam questions and answers. Students will have the opportunity to review their exam questions and answers after the exam has been evaluated.

The exam subcommittee will be given two weeks to grade exams and to develop recommendations for students (e.g., to retake the exam if student "fails"; take additional prescribed course if student "conditionally passes," etc.). Exams are to be graded without knowledge of the test-taker's identity.

The outcome on the examination includes the following alternatives:

- Pass. The student passes all sections of the exam and is allowed to continue in the program.
- Pass with conditions. The student passes the exam but must fulfill some specific conditions before the exam is considered complete.
- Fail. The student fails one or more sections of the exam. When a student fails all or part of the exam, they will be given an opportunity to retake the exam. Students who fail the qualifying exam twice will lose their eligibility to remain in the program.

Each section of the exam is graded separately, and students will either pass or fail each section. Students are required to retake only the sections of the exam that they fail. They must take the entire exam the first time. If a student fails one or more sections of the exam, they must retake all failed sections during the same testing period. Students are not allowed to retake failed sections one at a time over an extended period of time.

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<sup>2</sup> It is important to note, the Program cannot guarantee students' anonymity to examination graders after the first take.

If on the retake, a student does not pass all the previously failed sections, she or he will not be permitted to continue in the program. Thus, students will have only two opportunities to pass the exam, and by the end of the second exam they must pass all sections of the exam to remain in the program. This means that failing just one section of the exam twice will result in removal from the program.

When students pass all sections of the QE the results are reported to Graduate Division on **Form I, Pre-Candidacy Progress**.

## **SPECIALIZATION COMMITTEE & PROCESS**

### **Conditions for Commencing the Specialization.**

Prior to taking any specialization courses the following must occur:

1. The student must pass the Qualifying Exam,
2. The Specialization Plan must be presented to, and approved by, the student's Specialization Committee.

**Specialization Committee Procedures, Submission and Approval of the Specialization Plan.** In consultation with the student and his/her faculty advisor, the Chair of the Ph.D. program appoints three consenting graduate faculty members to participate in the student's Specialization Committee (SC), one of whom is appointed as chair. The SC Chair must be from within the School. Specialization Committee members must be members of the graduate faculty in the School of Social Work. One member may be a graduate faculty in another academic unit at the University of Hawai'i. An internal form, **Specialization Committee – SSW Approval form**, signed by faculty agreeing to serve on the student's SC will confirm its formation.

If it is likely that the SC chair will be the student's dissertation chair, the designated graduate faculty must meet qualifications to chair a dissertation committee (see Graduate Faculty Qualifications section).

Efforts to develop a specialization area and to form the specialization committee may begin prior to passage of the qualifying examination, however, specialization courses should not be taken until the QE is passed and the specialization plan is approved. Students are encouraged to engage in preliminary discussions with faculty regarding their specialization focus and appropriate courses.

Students are responsible for developing the specialization plan in consultation with the chair and committee members and keeping committee members informed about the plan. Once the written Specialization Plan and course selections are submitted to the Specialization Committee for approval, all committee members and the student meet to approve or disapprove the plan. If the committee does not approve the plan, the committee will discuss the necessary areas for

improvement with the student. All members of the committee must approve the plan before the student enrolls in specialization courses.

A brief summary of the Specialization Committee's findings with a copy of the student's approved Specialization Plan (approval signatures must be on the document) will be submitted by the Specialization Committee chairperson to the PhD Program to be kept on file in the student's academic folder.

**Specialization Plan.** Guidelines for the preparation of the Specialization Plan are presented in Appendix B. The plan will include the following:

1. Statement of the problem (e.g., child abuse, drug abuse, child dependency, ageism);
2. Importance of the problem;
3. Rationale for selecting this topic and its relevance to social work and social welfare;
4. Preliminary learning objectives;
5. A program of study for meeting these objectives in such a way that the content outlined in the "Requirements for Specialization Knowledge Development" (see Appendix B) will be learned. The program of study will consist of at least 12 credits of specialization courses as defined in the following section.

Each plan provides a focus on the developmental work that needs to be done in a social/human problem of the student's choice. By providing a critical methodological and substantive education, the Ph.D. program will produce social work scholars who will possess the requisite expertise to make significant contributions to state, national, and international efforts to resolve major social welfare problems.

**Specialization Courses.** The program of study described in each student's Specialization Plan will consist of at least 12 credits of course work including three specialization courses (total of 9 credits) that may be taken from any department across the university, and a final Specialization Integration Seminar (SW 755, 3 credits) taken within the School of Social Work. ***A student must complete at least two specialization courses prior to enrolling in the Specialization Integration Seminar (SW755).***

One of the three specialization courses may be a SW 699v (Directed Reading and Research) course. During the first year, the student may enroll in a SW 699v Directed Reading course to develop a specialization area and to prepare a Specialization Plan. However, the development of the Specialization Plan whether under 699v credits or not, cannot count toward meeting the 12 credits of specialization requirements.

The specialization courses selected by students must be appropriate to the student's individualized Specialization Plan. A student may select any 600 level or 700 level graduate courses. MSW foundation courses may not be used to meet the specialization course requirement. Social Work 700 level courses and 600 level special topics courses are acceptable provided that the instructor designs doctoral-level assignments for the student. Courses previously taken to complete the required hours in another graduate degree program may not be used to meet this requirement. Any exception to these policies must be approved by the Ph.D. Program Committee.

## **DOCTORAL COMMITTEE**

The doctoral committee may be a continuation of the Specialization Committee (formed after a student passed the QE) or may be re-constituted with guidance from the PhD Program Chair depending on needed faculty expertise. The doctoral committee conducts the comprehensive examination and approves the dissertation research proposal and the dissertation itself. To form this committee, the student is advised to first seek a graduate faculty member who is qualified (Full Graduate Faculty-tenured faculty) and willing to serve as chair of the doctoral committee.

The committee must consist of at least five members of the University of Hawai'i graduate faculty. The majority of the committee must be from the School of Social Work and at least one faculty member must be from another field of study. The chair of the committee must be from the School of Social Work and both the chair and outside member must be full members of the regular graduate faculty.

After establishing the committee, the student must complete an **SSW internal form, 'Doctoral Committee: SSW Approval form'**, and submit it to the Chair of the Ph.D. program. The Chair of the Ph.D. program recommends appointment of the doctoral committee to the Dean of the Graduate Division.

## Committee Composition

A student who has been advanced to the dissertation stage is responsible for forming a dissertation committee. Members of the committee must review the student's research proposal and indicate their approval by signing Student Progress Form II. The student must keep the committee informed of the scope, plan, and progress of the dissertation research and manuscript.

Note the following policies:

Chair	<p>The chair is responsible for directing and guiding the student's research and writing activities. He or she should possess expertise in the student's chosen research topic.</p> <p>It is the responsibility of the student to select an appropriate topic and to ensure that a faculty member with expertise in the topic is available and willing to serve as chair.</p> <p>Dissertation — Chair must be a full faculty member (regular or cooperative) in the student's graduate program. With approval from the Graduate Division, a full affiliate graduate faculty or an emeritus faculty may serve as chair.</p> <p>It is possible to have co-chairs on a committee. If there are co-chairs, both chairs must attend the final defense. In order for the student to pass, both co-chairs must indicate their approval on the signature page and Student Progress Form III. On each of the forms, the word “co-chair” must follow the name of each co-chair. For administrative purposes only, the Graduate Division will treat the first co-chair listed as the chair.</p>
Committee Size	<p>Dissertation — five members or more</p> <p>The majority of the committee should be from the student's graduate program. However, exceptions are possible.</p>
Committee Member	<p>Emeriti faculty may serve on a committee at the request of the student and the graduate program.</p> <p>Non-graduate faculty may serve on a committee under special circumstances. If choosing a non-graduate faculty to serve on the committee, attach justification and the faculty's current CV to Student Progress Form</p>

	<p>II. Graduate chairs have the privilege of being ex-officio members of all committees in their program.</p>
<p>Outside Member</p>	<p>Dissertation — required In consultation with his or her committee chair, the student should identify a faculty from a different graduate program to serve as the outside member. In the case of a dissertation committee, the outside member must be a full regular graduate faculty. The outside member should possess sufficient familiarity with the student's research topic to be able to review and comment on the manuscript. The committee chair must ascertain that the outside member is indeed an individual who is at "arm's length" from the faculty in the student's graduate program. The outside member fulfills the following functions: Represents the Graduate Division on the committee, ensuring administration of proper procedures and fair treatment of the student; Ensures that the level of research is indeed appropriate to the student's degree objective; and Provides disciplinary expertise and an academic perspective that may not be possessed by the faculty of the student's graduate program.</p>

**Graduate Faculty Qualifications: Dissertation Chair and Committee Members**

At UHM, the graduate faculty is composed of scholars who have a record of professional and scholarly achievements and who have agreed to work with and advise graduate students. All members of the graduate faculty are affiliated with one or more graduate programs. The faculty in a given graduate program may be composed of regular, cooperating and affiliate members at two levels — full or associate

Types of Appointment

1. Regular Graduate Faculty

These are members of the faculty whose academic appointment is in the same department that houses the graduate program with which they are affiliated. In the case of interdisciplinary graduate programs

(e.g., EECB, MB, PhD in Education, and CIS), regular graduate faculty may include faculty from a number of graduate programs. The regular faculty members of each graduate program administer the various aspects of their program, including student admissions, curriculum structure and academic policies, etc. In addition, they determine the rights (including voting rights) and responsibilities of cooperating and affiliate members of their graduate faculty, as it pertains to the governance of their graduate program. Faculty who change graduate programs within the university lose their regular graduate faculty status in the former graduate program and may be appointed as regular graduate faculty in the second program.

## 2. Cooperating Graduate Faculty

In addition to serving as regular faculty in graduate programs housed in their home academic departments, faculty members may serve as cooperating faculty in graduate programs housed in other academic departments. However, faculty members must first serve as regular faculty in their home graduate programs, if such exist, before serving as cooperating faculty in other graduate programs.

## 3. Affiliate Graduate Faculty

These are individuals who are not faculty members of UH but who are both qualified and willing to serve as graduate faculty and to help advise graduate students. Graduate faculty who have resigned from UH may be reappointed as affiliate graduate faculty, if appropriate. Affiliate graduate faculty appointments must be processed as non-compensated appointees using the Payroll Notification Form (PNF) and renewed as appropriate.

### Levels of Appointment

#### 1. Full Graduate Faculty (Associate Professors or higher, tenured at UH or previous institution, or strong record of research and scholarship)

Full Members of the graduate faculty are productive scholars in their academic field, as evidenced by ongoing independent professional, scholarly or artistic achievements. Full members may chair thesis/dissertation committees in their home graduate programs, and serve as committee members in any other graduate program. They may also prepare and grade qualifying, comprehensive and final exams. Full members who are regular or cooperating faculty may chair graduate programs, serve on the Graduate Council and serve as outside members on thesis/dissertation committees.

## 2. Associate Graduate Faculty (Assistant Professors, untenured)

Associate members of the graduate faculty are usually new faculty who are in the process of establishing a scholarly record, individuals in administrative positions that do not allow an opportunity to continue scholarly activities, faculty with heavy teaching loads in departments that offer only a master's program, or senior faculty who have not been productive recently, but whose expertise is of benefit to graduate students. Associate members may chair thesis committees in their home graduate program and serve as members of thesis/dissertation committees in any other program. Except in special circumstances, they may not serve as the outside member. They may prepare and grade qualifying, comprehensive and final exams. They may also participate in the general administration of their home program.

### **COMPREHENSIVE EXAMINATION (CE)**

An oral comprehensive exam is required. The purpose of this exam is to ascertain the student's comprehension of the specialization area and the student's readiness for dissertation research. Thus, this exam will cover the student's area of specialization as well as a dissertation proposal. The CE may represent the first two chapters of the dissertation (the statement of the problem, review of the literature, research design and method). See Appendix F: GUIDELINES FOR THE COMPREHENSIVE EXAMINATION – DISSERTATION PROPOSAL for information regarding content.

The content and style of the dissertation proposal must conform to specifications in the current edition of the APA Publication Manual. As described above, the doctoral committee conducts the comprehensive examination.

Passing the CE constitutes approval of the dissertation proposal. The doctoral committee chair must submit to the Chair of the Ph.D. program a written confirmation signed by the comprehensive exam committee that the original Specialization Plan has been completed and approved.

The Chair of the Ph.D. program reports the results of the CE examination to the Graduate Division on **Student Progress Form II, Advance to Candidacy**.

# **DOCTORAL DISSERTATION AND FINAL EXAMINATION**

## **Nature and Scope of the Dissertation**

In accordance with the UH School of Social Work's mission and PhD Program objectives, the nature and scope of the dissertation research should address the School's mission to generate, transmit, and apply knowledge regarding the relationship between social problems and effective professional practice. Dissertation topics which advance knowledge and practice benefiting Native Hawaiian and other Pacific Islander and Asian cultures within the State and the Pacific Region are strongly encouraged.

## **Dissertation Design**

The dissertation design requirement includes a dissertation seminar or at least one Directed Reading and Research course (SW 699v). This requirement will integrate and focus the student's learning in the specialization area as it is related to the dissertation research, and to facilitate the student's movement toward the dissertation. For any 699 taken, students must submit a description of the objectives, number of credits and instructor's name to the SSW PhD Program office.

## **Doctoral Dissertation**

The doctoral dissertation is a scholarly document resulting from original and independent research. The dissertation is a major undertaking that reflects the highest standards of scholarship and makes an original and significant contribution to knowledge and practice in the field of social welfare and/or the profession of social work. Dissertation research must follow the University standards on research ethics; see <http://www.hawaii.edu/graduate/research/compliance.htm> for specific information.

The student must be the sole author of the manuscript, co-authored dissertation is not permitted. In addition, the dissertation should exhibit originality in the sense that it does not duplicate someone else's work.

The role and nature of dissertation vary in the different academic

disciplines. A 1990 study conducted by the Council of Graduate Schools (CGS) *The Role and Nature of the Doctoral Dissertation* summarizes a wealth of information on policies, practices, and points of view related to the research component of doctoral programs in the United States and Canada. The article offers in-depth discussion on terms such as originality, significance, independence and collaboration, in relation to the dissertation.

Two other CGS publications may also be useful to doctoral students and their committee chairs, namely *The Doctor of Philosophy Degree and Research Student and Supervisor: An Approach to Good Supervisory Practice*. For more information, see Grad Division website: [Council of Graduate Schools - Publications, Policy Statements and Resolutions](#).

The subject of a dissertation must be approved by the student's committee. When the research involves human subjects approval from the Committee on Human Studies is required before the research is undertaken. See <http://www.hawaii.edu/irb/> for application process.

Work on the dissertation is conducted under the supervision of the dissertation committee chair as well as approval and direction of the doctoral committee. When the dissertation proposal has been approved by the doctoral committee, Graduate Division must be notified on **Student Progress Form II, Advance to Candidacy**. The student may then register for the dissertation research course (SW 800) during the next registration period. The student must be registered in the dissertation research course (SW 800) during the entire term in which the work for the degree is completed.

The chair of the doctoral committee should provide primary direction regarding research methods, preparation of results, and the writing of the dissertation. The chair and the student are jointly responsible for informing the committee members about the progress of the research and the dissertation.

A majority of the doctoral committee members, including the committee chair, must approve both the dissertation and the examination on the dissertation. The chair of the doctoral committee must ensure that the final form of the dissertation, including revisions agreed upon, is acceptable to a majority of the committee.

#### Use of Previously Published Material

The dissertation may not have been published previously in its entirety. With the approval of the graduate program and the committee chair, a student may include previously published material in the

dissertation. In all graduate programs where the inclusion of such material is permitted, several conditions apply:

- The published material must be the product of the dissertation research conducted by the student while enrolled in the graduate program, and must not have been used to obtain another degree.
- The published material must be logically integrated into the dissertation in a coherent manner. Binding reprints of the publication to the manuscript are unacceptable.
- In general, the student should be the sole or primary author of the published material. Co-authored articles may be included only if the student's contribution is clearly defined and indicated in the introduction or preface section of the manuscript.
- Publication references for the published material must be included. In the case of co-authored material, written permission from all copyright owners must be obtained.

### **Final Examination (Dissertation Defense)**

The final examination is primarily a defense of the dissertation but may also cover related subjects. This examination is required of all candidates for the doctoral degree. The examination is oral and is conducted by the full doctoral committee. A majority of the doctoral committee members, including the committee chair, must vote "Pass"; otherwise the student fails. The Chair of the Ph.D. program reports the results of the final examination on **Student Progress Form III, Dissertation Evaluation**, after all other requirements for the degree have been fulfilled.

#### Final Defense

The final defense is an oral examination open to the public, during which the author of a dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable.

The defense must be one hour or more in length. It may be scheduled between 8:00 am to 4:30 pm on any work day, during both instructional and non-instructional periods.

The student must submit the completed manuscript to the

committee by the deadline set by his or her graduate program, or no later than two weeks prior to the scheduled defense.

Please note: The dissertation final defense is required. The defense announcement is required. Please submit your announcement to the SSW PHD program office no later than two weeks prior to the defense (SSW PHD program office will submit it to the Graduate Records Office). The announcement must be signed by the committee chair.

Committee Participation

Physical presence of the committee chair and the outside member at the defense is mandatory. In the event that another committee member is unable to participate physically in the final defense, the alternatives are, in order of preference:

1.	Postpone the defense.
2.	<p>Use video- or teleconferencing — Under special circumstances, a committee member may participate via video- or teleconferencing, if certain conditions are met:</p> <p>Advance written agreement of the student and all committee members has been obtained and submitted to the Graduate Records Office (use Petition for Remote Committee Participation Form);</p> <p>All materials, including any visual aids, have been distributed in advance to the remote member;</p> <p>The remote member participates in the entire and complete course of the meeting;</p> <p>The committee chair has accepted responsibility for the oversight of any logistical arrangements necessary; and</p> <p>Any costs associated with video- or teleconferencing have been accounted for in advance. Such costs are not the responsibility of the Graduate Division.</p>
3.	Restructure the committee.
4.	<p>Use proxy member.</p> <p>As a general rule, the Graduate Division discourages the use of proxy committee members for the defense. However, the use of a proxy member may occasionally be the only feasible solution that does not unduly penalize the student.</p> <p>A proxy cannot be used for the chair or the outside member.</p> <p>When Graduate Division grants permission for a faculty member to serve as a proxy for a committee member, the proxy is expected to act in full capacity of the committee member he or</p>

she replaces. The proxy may ask any questions he or she deems appropriate. The proxy may require the student to revise, add or delete portions of the dissertation. Finally, the proxy must indicate approval or disapproval of the defense by completing and signing Student Progress Form III.

### Committee Approval

Committee members are required to indicate their approval/disapproval of the manuscript and the defense on the manuscript's signature page and Student Progress Form III. Submit both forms to the Graduate Records Office by the appropriate deadline. Please note:

	Signature Page	Student Progress Form III
Purpose	Used by committee members to indicate approval of both the content and the form of the manuscript.	Used by committee members to indicate approval or disapproval of the content of the manuscript and the student's ability to defend it.
Required Signatures	To be signed only by committee members who have read and approved the manuscript, including any committee member(s) who may be physically absent at the final defense.	To be signed only by committee members who participate in the final defense, including any proxy members.
Submission Deadline	Submit along with manuscript by the thesis/dissertation due date (See <a href="#">Calendar</a> ).	Submit after the defense or no later than three weeks prior to the thesis/dissertation due date (See <a href="#">Calendar</a> ).

A majority of the committee, including the chair, must approve of the defense in order for the student to pass. Should a member of the committee voting in the minority wish to have the majority decision reviewed, he or she may do so by submitting a written request to the

Graduate Division. The request must state specific reasons. Upon approval of the request, the review will be undertaken by the Graduate Council.

A student failing the final defense for the first time may repeat it only with approval from both the graduate program and the Graduate Division. A student failing for the second time is dismissed from both the graduate program and the Graduate Division.

#### Successful Defense

After successfully defending the dissertation, the student must submit it in approved format to the Office of Graduate Studies for preservation and publication.

### **Submission and Publication**

#### Manuscript Submission

It is the responsibility of the student to edit and finalize the dissertation manuscript, with guidance from his or her committee. Refer to Appendix H: Dissertation [Style Policy](#) for Graduate Division requirements regarding margin settings, title page and signature page, and obtain a copy of the [Style and Policy Manual for Theses and Dissertations](#) at the Graduate Division website:  
<http://www.hawaii.edu/graduate/download/manuals/tdstylepolicy.pdf>

Dissertations are due at the Graduate Records Office by the deadline specified in the [Academic Calendar](#). Students who plan to publish with ProQuest must submit two unbound copies of the manuscript. Otherwise, submit one unbound copy.

Please note:

- Publication for the dissertation is required, either through ProQuest or through an alternative publisher (see Grad Division website for procedures).

In the future, electronic submission of dissertations will require specific file formatting (information to be provided). Other requirements for the dissertation include the following:

1. Presentation and Defense of Dissertation Proposal. The student must present the dissertation proposal to the doctoral committee during the comprehensive examination.

2. Original Research. Dissertation research promotes the integration of conceptual issues, knowledge of a social problem, research design, and promotes the skills necessary for empirical research. Therefore, all dissertations must involve original research conceptualized by the student and the collection and analysis of data.
3. APA Guidelines. The content and style of both the dissertation proposal and the dissertation itself must conform to the most current edition of the APA publication guidelines. Dissertations must also conform to Graduate Division guidelines.
4. Human Subjects Approval. Human subjects approval for the dissertation research must be obtained before data from human subjects can be collected.
5. The doctoral committee members express their approval on the signature page of the dissertation and on **Student Progress Form III, Dissertation Evaluation.**

## **ADVISING**

The Ph.D. program Chair will offer academic and administrative advising for all Ph.D. students during their first academic year. By the end of the first academic year, each student, in consultation with the Chair, shall select a graduate faculty member of the School of Social Work as the student's advisor.

## **STUDENT REVIEWS**

### **Annual Review of Doctoral Students**

The annual review (conducted each spring) is intended to monitor the overall progress of doctoral students by reviewing the specific progress of each doctoral student. The Ph.D. Program Committee, the student's academic advisor, and Ph.D. course instructors participate in these reviews.

Students complete and submit a questionnaire form (provided by the SSW PHD Program office) to the Program Assistant by a designated date (provided in a notification memorandum to the student). Reviews address each student's academic progress, identify current difficulties in meeting learning objectives (if any), and needs that have program implications (such as research funds, computer access, faculty resources, etc.).

Decisions or recommendations made by the Ph.D. Program Committee will be discussed with each student by his or her advisor.

### **Individual Student Reviews**

Individual students may be reviewed at any time during their tenure in the program at the request of an instructor, an advisor, or the Chair of the program. The purpose of this review is to discuss the performance of a student who is having difficulty in the program and to develop a plan for responding to these concerns before they become more problematic for the student.

This review will be conducted by a committee composed of the Chair of the Ph.D. program, the student's current instructors, and his or her advisor. The student will be invited to provide input during these deliberations. The review will address the academic progress of the student, assess any need for remedial academic work or learning skill development, and identify any other impediments to learning. (Form ISR-CI must be completed and submitted to PhD program, see Appendix D)

The committee will report the results of this review to the Ph.D. Program Committee. The advisor will meet with the student to implement recommended actions.

## **ACADEMIC POLICIES**

Students should be familiar with UH Graduate Division Academic Policies. Complete information regarding withdrawal, academic progress, the Seven-Year Rule, leave of absence, academic standards, conduct code, grading policies, disciplinary actions, grievance, concurrent degrees, credits, graduation and other academic issues may be located at the Graduate Division website:

<http://www.hawaii.edu/graduate/policies/html/registration.htm>

### **Continuous Enrollment**

Once admitted into UHM, all graduate students need to be enrolled continuously (excluding summer session) until they graduate.

After passing the Comprehensive Examination, domestic students must be enrolled in at least one credit each semester. The credit may be for course work, dissertation or research.

International students must be enrolled full-time each semester, in order to maintain their visa status.

### **Leave of Absence**

Unless a leave of absence has been approved in advance, a student who fails to maintain continuous enrollment (excluding summer session) is considered withdrawn from the University. Students on approved leave do not pay tuition or fees. Students who will be consulting with UH faculty or using UH facilities or staff services should not request leave.

### **Length of Leave Allowed**

Each student is allowed up to one year of leave. A student may take one additional year of leave for maternity or to care for an ill family member.

Time on approved leave is not counted against time allowed for the completion of graduate programs. However, leave will not be granted simply to avoid the seven-year limit. See [Seven-Year Rule](#).

### **Who May Apply**

In order to apply for leave, a student must:

- Be enrolled currently,
- Be in good academic standing, and
- Have completed at least a semester of course work relevant to degree objective.

### **How to Apply**

Students who wish to petition for leave need to file a Petition for Leave of Absence with the Graduate Records Office.

Students who must maintain full-time enrollment due to their status as international students, guaranteed loan recipients, East-West Center grantees, or veterans need to obtain approval from the respective offices before petitioning for leave.

### **Return from Leave**

Students who wish to return sooner from an approved leave should contact the Graduate Records Office by the deadlines indicated below:

Semester of Return	Deadline
Summer Session	March 1
Fall Semester	April 1
Spring Semester	October 1

Students who do not return from leave on the specified date will need to apply for readmission.

### **Concurrent or Sequential Degrees**

A student pursuing multiple graduate degrees, whether concurrently or sequentially must complete all course and residency requirements of each degree program. Multiple theses or dissertations must be entirely distinct and not incorporate parts of each other. Double-counting of credits between multiple graduate programs must adhere to official Graduate Division policies. See [Double-Counting Credits](#) – Graduate Division website.

A student pursuing multiple graduate degrees concurrently is

considered to be pursuing each one independently, in the sense that each degree can be awarded when all of its requirements are met. See UH Graduate Division website: [Admissions < Concurrent Degrees](#) and [Admissions < Sequential Doctorates](#) for admission policies.

### **Seven-Year Rule**

In general, graduate students at UHM need to complete all degree requirements within seven years after admission to their programs. An approved leave of absence is not counted in the seven years. Returning UHM grad students who are readmitted to the same graduate program for the same degree objective are subject to degree requirements at the time of readmission.

### **Extensions and Leave of Absence Policies**

Extension of the time allowed may be granted to a doctoral student, if at the end of year seven, the student has completed all degree requirements except the dissertation. To file for an extension, the student's graduate program submits a petition to the Graduate Division. If the program does not file for an extension, the student will be placed on probation.

The petition for extension must define measurable benchmarks, and the extension must be renewed annually. Renewal is possible only if the student is meeting the benchmarks defined in the petition. A student who fails to meet the benchmarks will be placed on probation. A student on probation who then makes academic progress will be taken off probation. A student on probation who does not make progress will be dismissed.

### **Conduct Code**

The University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Members of the UHM academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment that supports these activities.

Members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution. Students who are disruptive are subject to a variety of disciplinary actions that

may include reprimand, probation, restitution, suspension or expulsion. Continued enrollment at UHM is contingent on appropriate academic conduct.

Some graduate students are professionals or professionals-in-training in their respective fields, and as such, are subject to the ethical and conduct standards of their profession. Their continued enrollment at UHM is contingent on appropriate academic conduct as well as professional behavior.

It must be recognized that members of the academic community have the same privileges and responsibilities with respect to the law as do members of the larger society. As a result, members of the UHM campus community must acknowledge that when the interests of the university are violated by a student, the student is accountable to the institution and may also be held responsible to civil authorities. These interests of the university are described in the [University of Hawai'i at Mānoa Student Conduct Code](#).

### **Disciplinary Actions**

Probation. Students on probation are not considered to be in good academic standing. A student may be placed on probation for any of the following reasons:

- Failure to maintain the [required GPA](#). (A student whose cumulative GPA falls below 3.0 after eight credits of course work is placed on probation for the following semester.)
- Failure to make adequate [academic progress](#), including having too many incompletes or exceeding the [time allowed](#) for completing degree requirements.
- Failure to comply with [conduct code](#).

A student on probation is required to register during the probationary semester. If there are extenuating circumstances preventing registration, the student may obtain approval from the graduate chair and petition the Graduate Division to waive this requirement. Normally, no extensions of the probationary semester will be granted. Under extenuating circumstances, a student with approval from his or her graduate chair may petition the Graduate Division for an extension.

Dismissal. A student on probation who fails to meet the minimum required academic standards at the end of the probationary semester will be dismissed. A student may be placed on academic probation only once. A student who has already been on probation will be dismissed, if he or she again fails to meet the minimum required academic standards in any

subsequent semester.

A student may also be dismissed for the following reasons:

- Failure to pass the general, comprehensive or final examinations required by his or her graduate program.
- Failure to comply with [conduct code](#) (see Grad Division website).

Procedures for academic dismissal must allow for due process.

Disciplinary Action Letters. At the end of each semester, the Graduate Records Office sends out academic probation and dismissal letters to students who have been placed on probation or dismissed. Copies of the letters are sent to the graduate programs, and if applicable, to appropriate units such as:

- East West Center
- Financial Aid Services
- Hamilton Library
- International Student Services
- Outreach College
- Student Employment and Cooperative Education Office
- Student Housing Services
- Veterans Administration

Students on academic probation who subsequently raise their GPA to above 3.0 will receive letters of removal from probation from the Graduate Records Office. Copies are sent to units that received the initial letter of probation.

Transcript Notations. Academic probations and dismissals are noted on the transcripts.

## **Resolution of Grievances**

There are two different avenues to redress a grievance, depending on whether the grievance is academic or related to discrimination or unfair treatment. **The School as well as the University encourages the resolution of grievances at the lowest level.** If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University policy to penalize or retaliate against any party for participation in grievance resolution.

## **SSW PHD Program Academic Grievance Procedures**

An academic grievance regarding the qualifying examination, comprehensive examination, formation of the dissertation committee or oral defense may be resolved by discussing the issue with the faculty member concerned; secondly with the faculty adviser; ; and thirdly with the Chair of the PHD Program. The PHD Chair may refer an academic grievance to the PHD Program Committee or SSW Dean.

**Graduate School academic grievance procedure:** Having exhausted the avenues for resolution within the School, a graduate student with a complaint of unfair treatment involving academic policies may approach the Graduate School. If resolution is not reached through informal conciliation by the Graduate School, the student may file a formal complaint seeking resolution by the Graduate Academic Grievance Committee (GAGC). (For complete procedural details, refer to <http://www.hawaii.edu/graduate/policies/html/grievance.htm>). Grievances regarding grades are processed through the Office of the Vice Chancellor for Students.

## **Discrimination/Unfair Treatment Grievance**

Students and employees of the University are protected by the University's equal opportunity policies (see the following section). If you believe that you have been discriminated against or unfairly treated on the basis of race, color, creed, religion, national origin, sex, sexual or political orientation, age, marital status, disability, or disabled-veteran or Vietnam-era-veteran status procedures exist within the School and the University for the resolution of such a grievance. Students also have access to the complaint procedures in state and federal agencies as allowed by law. Be aware that there may be time limitations on the filing of a formal complaint with an external agency.

**Within the School:** Discuss the issue and seek resolution with the individual involved. If it is unresolved, students should follow the same steps outlined above under "SSW PHD Program Academic Grievance." When you discuss a complaint with any of the individuals named above, you can expect confidentiality. If, however, your complaint is about sexual harassment, the individual to whom you reported the complaint is legally obligated to report your complaint to the University.

**Within the University:** Resolution of discrimination or unfair treatment complaints may be sought through the University Ombudsman <http://manoa.hawaii.edu/ombuds/> or depending on the nature of the complaint or whether about a student or a university employee contact the appropriate University office (see resource list).

The University Ombudsman uses education, consultation, conciliation, or mediation to reach a mutually satisfactory resolution of a dispute, or if a resolution does not occur, can identify and discuss appropriate referral options.

A graduate assistant seeking grievance-resolution should begin the process as described “within the School”; see website link for more information: <http://www.hawaii.edu/graduate/ga/grievance.htm>.

## **Resource Persons within the School and the University**

### **School of Social Work**

#### **Assistant to the Dean**

Jackie Graessle  
Henke Hall 134  
808-956-6245  
email: [joclyn@hawaii.edu](mailto:joclyn@hawaii.edu)

### **SSW Student Services**

Mari Ono  
Henke Hall 133  
808-956-6129  
email: [mariono@hawaii.edu](mailto:mariono@hawaii.edu)

### **Dean of the Graduate Division**

Peter V. Garrod  
808-956-7541  
Spalding 361  
[garrod@hawaii.edu](mailto:garrod@hawaii.edu)

### **University of Hawai`i Ombudsman**

Neal Milner  
Susan Park  
808-956-3391  
Email: [ombuds@hawaii.edu](mailto:ombuds@hawaii.edu)  
[www.manoa.hawaii.edu/ombuds/](http://www.manoa.hawaii.edu/ombuds/)

### **Gender Equity Specialist**

Jennifer Rose  
956-9499  
[rosejenn@hawaii.edu](mailto:rosejenn@hawaii.edu)

### **Chair of PHD Program**

Paula T. Morelli  
Room 126B  
808-956-6124  
email: [morelli@hawaii.edu](mailto:morelli@hawaii.edu)

### **Dean of the School of Social Work**

Jon K. Matsuoka  
808-956-6300  
Henke Hall 224  
email: [jmatsuok@hawaii.edu](mailto:jmatsuok@hawaii.edu)

### **Associate Dean of Graduate Division**

Kenneth A. Tokuno  
808-956-8950  
[tokuno@hawaii.edu](mailto:tokuno@hawaii.edu)

### **UH Equal Employment**

#### **Opportunity/Affirmative Action**

Mie Watanabe  
808-956-6423

### **UH Civil Rights Specialist**

Jill Nunokawa  
956-4431  
[jln@hawaii.edu](mailto:jln@hawaii.edu)

## **PhD PROGRAM GOVERNANCE**

### **Ph.D. Program Committee**

#### Purpose

The purpose of the Ph.D. Program Committee is to provide leadership in the development, implementation and evaluation of curriculum and policies relating to the program.

#### Duties

The committee shall review and recommend any changes relating to policies of the program, which will be brought to graduate faculty for vote. Courses and specific changes in curriculum, admissions criteria, and day-to-day procedures remain the province of the Ph.D. Program Committee.

#### Membership

The Ph.D. Program Committee will consist of six graduate faculty and one student representative.

The meetings of the PhD Committee shall be made known to the faculty as a whole. Faculty may have the floor in these meetings but voting is restricted to members of the PhD Committee.

The PhD Committee shall meet monthly or on the call of the PhD Program Chairperson.

Written minutes of all meetings shall be prepared and maintained.

A quorum for the purpose of conducting any meeting shall be a majority of the members.

Motions must be passed by a concurring vote of the majority of the members at a meeting at which a quorum is present.

#### Election and Term of Office

The PhD Committee shall be elected by the members of the graduate faculty at the beginning of the Fall semester. Both full and provisional faculty will be included in the eligible list.

In the first year (1991), four graduate faculty shall be elected for two years and three for one year. After the rotation is established, members shall serve for a two-year term.

The Chair of the Ph.D. Program Committee shall be nominated by the Ph.D. Program Committee. This name (or names) shall be forwarded to the Dean for consideration. The Dean will appoint the Chair of the doctoral program for a two-year term.

(Approved by SSW Graduate Faculty: 5/04)

### Student Representation on the Ph.D. Program Committee

One Ph.D. student, with voting rights, shall be elected to the Ph.D. Program Committee. The representative will be elected by a plurality of the currently enrolled Ph.D. students, for a one-year term. The student representative will not be permitted to attend committee meetings when student reviews and exams are discussed.

Specific responsibilities:

1. Serves as a voting member to the Ph.D. Program Committee,
2. Represents the needs and interests of the student constituents,
3. Assists in the formulation and modification of school policies and procedures that affect academic and student affairs.

Faculty supports for the student representative are the Chair of the PhD Program and the PhD Program Assistant.

### **Ph.D. Admissions Subcommittee**

#### Purpose

The purpose of the Ph.D. admissions subcommittee is to review applications and make recommendations of candidates for admission in accordance with the policies of the Ph.D. Program Committee.

#### Composition and Duties

The Ph.D. admissions subcommittee is elected from the graduate faculty and consists of three members. Two of the members shall be elected from the PHD Program Committee and will serve the length of their current term. The third member shall be elected at-large. The at-large member shall serve for two years. The chair of the PhD admissions subcommittee shall be elected by the admissions subcommittee and must be a member of the PhD Program Committee. Responsibilities of the subcommittee include:

- a. Reviewing admissions procedures and making recommendations for any changes, and
- b. Reviewing applications and making recommendations to the Ph.D. Chair and Program Committee.

The PhD Program Assistant shall assist the subcommittee without vote in the following:

- a. Organizing and providing the Admissions Chair and subcommittee members with completed application packets,
- b. Providing necessary forms for the review,
- c. Aiding in arranging for the applicant interviews

#### Procedure for Application Review

The application deadline for Ph.D. admission is January 15th. The Chair of the Ph.D. Admissions Subcommittee will lead the process of reviewing applications. Applicant review forms are provided to subcommittee members. The top candidates will be interviewed (e.g. in person or teleconferencing). Meetings regarding Ph.D. admissions are closed.

The chair of the Ph.D. admissions subcommittee reports progress and invites participation of graduate faculty. The admissions subcommittee through a consensus process, which includes ranking, makes admissions recommendations to the PhD Program Chair and Committee. Meetings regarding PhD admissions are closed. Timely processing and evaluation will provide applicants with early admissions decisions.

Admissions decisions may be appealed to the SSW Dean by the applicant. Grounds for appeal may be based solely on alleged failure to follow prescribed policies.

(Approved by SSW Graduate Faculty: 5/04)  
(Revised & approved by PHD Committee 3/2008)

### **Ph.D. Curriculum Subcommittee**

#### Purpose

The purpose of the Ph.D. curriculum subcommittee is to provide leadership in curriculum development and integration within the framework of the program's goals. The subcommittee shall consider and make recommendations regarding curriculum matters to the Ph.D. Program Committee. The subcommittee shall examine all issues in the context of their coherence to the program-wide curriculum.

#### Composition and Duties

The Ph.D. curriculum subcommittee is elected from the Ph.D. Program Committee and consists of three members. The chair of the Ph.D. Program is one of the three members.

Responsibilities of the subcommittee include:

- a. Approving new and cross-listed courses, course changes and deletions, and new or revised course syllabi,
- b. Monitoring and evaluating all course offerings in the curriculum, and
- c. Recommending experimental courses, in response to the changes in the social work profession, and national, regional, and community needs.

(Approved by SSW Graduate Faculty: 5/04)

### **Ph.D. Qualifying Examination Subcommittee**

#### Purpose

The purpose of the Ph.D. qualifying examination subcommittee is to develop and grade the qualifying exam.

#### Composition and Duties

The Ph.D. qualifying exam subcommittee consists of School of Social Work faculty who taught courses in the core curriculum. Other graduate faculty in the specific content area shall be invited to serve on the subcommittee. Responsibilities of the subcommittee include:

- a. Reviewing and making revisions if necessary, to the Guidelines for the Ph.D. Qualifying Exam,
- b. Developing the qualifying exam and presenting a draft to the PH.D. Program Committee for review and revisions, and
- c. Grading the qualifying exam.

The Ph.D. qualifying exam subcommittee will determine the scheduling and duration of the exam. The exam subcommittee will be given two weeks to grade exams and one week to develop recommendations for students. Exams are to be graded without knowledge of the test-taker's identity.

(Approved by SSW Graduate Faculty: 5/04)

### **Ph.D. Recruitment/Financial Support Subcommittee**

#### Purpose (Recruitment Subcommittee)

The purpose of the Ph.D. recruitment subcommittee is to provide leadership in the recruitment of qualified applicants to the Ph.D. program.

### Composition and Duties

The Ph.D. recruitment subcommittee is elected from the Ph.D. Program Committee and consists of two members. Responsibilities of the subcommittee include:

- a. Developing ways to increase the pool of qualified applicants who would best fit the goals of the program,
- b. Examining strategies for recruitment (i.e., targeting particular groups that have a potential interest in the program),
- c. Reviewing and revising if necessary, program brochures and posters, and
- d. Making recommendations on recruitment plans and strategies to the Ph.D. Program Committee.

### Purpose (Financial Support Subcommittee)

The purpose of the Ph.D. financial support subcommittee is to provide oversight and administrative capability on financial assistance for doctoral students.

### Composition and Duties

The Ph.D. financial support subcommittee consists of the Chair of the Ph.D. Program, one other member of the Program Committee, and the School of Social Work Student Services Coordinator. The major responsibilities of the subcommittee include the award of financial assistance and the development of mechanisms to increase financial assistance.

The subcommittee is responsible for: Administering and evaluating applications for financial assistance and scholarships, with the final decision for award being made by the Chair of the Ph.D. Program and subject to approval by the Dean, and making recommendations to the Ph.D. Program Committee in the development of mechanisms to increase financial assistance to doctoral students (e.g. research assistance on grants).

(Approved by SSW Graduate Faculty: 5/04)

### **Ph.D. Program Assistant**

The PhD Program Assistant supports the work of the PhD Chair and program subcommittees. This may include but is not limited to:

- Updating and revising application materials sending information packets to prospective students, and responding to

- questions,
- Keeping track of and processing students' admissions with Graduate Division,
  - Supporting the efforts of all PhD Program Sub-committees,
  - Supporting and processing students' reviews, committee compositions, examinations, maintaining students' records and other program progression issues,
  - Maintaining the minutes and records of the PhD Program Committee,
  - Reporting and maintaining statistics regarding program inquiries, applications received,
  - Maintaining information and statistics of former PhD graduates,
  - Updating: PhD program website, forms, program manual and other program documents.
  - Organizational and administrative support for program events such as orientation, informational and related events.

The PhD Program Assistant is assists PhD students in the following areas:

- Scheduling the Qualifying Examination, Comprehensive and Final Examinations,
- Answering questions and facilitating Student Progress forms,
- Facilitating course forms (e.g. 699's, teaching & research practica), degree checks and documentation.

(approved by PhD committee March 2008)

## Appendix A: PHD in SOCIAL WELFARE DEGREE REQUIREMENTS

	Fall	Spring
<b>First Year Core Courses</b>	SW 651 (3) <i>Intro to Quantitative Methods</i> SW 750 (3) <i>Analysis &amp; Development of Knowledge for Social Work</i> SW 752 (3) <i>Qualitative Research: Philosophical, Methodological and Analytic Approaches</i> [effective Fall 2005] <u>Prerequisites for Non-MSW students:</u> SW 630 (3) <i>Social Welfare Policy and Services</i> SW 699 (1) <i>Directed Reading in Social Work Practice</i> SW 640 (3) <i>Intro to Scientific Methods &amp; Principles in SW</i>	SW 654 (3) <i>Multiple Regression in Behavioral Research</i> SW 731 (3) <i>Social Policy Analysis</i> SW 751 (3) <i>Research Design and Cross-cultural Applications</i>
<b>QUALIFYING EXAMINATION (QE)</b> All core courses must be completed prior to taking the QE. [UH Progress Form I Pre-Candidacy]		
<b>Teaching and Research Practica</b> (Both required, to be taken as SW 699's 3 credits each) Register for practica any time after QE		
<b>Specialization Courses &amp; Plan (Year 2, 3)</b>	<b>Students must pass the Qualifying Exam prior to taking Specialization courses.</b> <b>Recommended: SW 699 (1) Development of Specialization Plan. [Specialization Committee - SSW Approval Form]</b> As many courses as needed to develop specialization area, 5 courses recommended. A minimum of 12 credits is required; specialization courses may be taken from any department across the University. <b>Specialization Integration Seminar SW 755 (3 credits) to be taken after at least 2 specialization courses are completed.</b>	
<b>Electives</b>	<b>At least two elective courses:</b> One must be in the area of research methods or statistics; the second elective in program evaluation (See <i>Approved electives</i> section). Electives may be taken, with the approval of student's advisor.	
<b>Dissertation</b>	<b>SW 699v Directed Reading for Dissertation Design</b> (with Dissertation Chair); Formation of the Doctoral Committee <b>[Doctoral Committee - SSW Approval Form]</b>	
	<b>ORAL COMPREHENSIVE EXAMINATION [UH Progress Form II-Advancement to Candidacy]</b>	
	SW 800 (1) Dissertation Research <b>FINAL EXAMINATION [UH Progress Form III-Dissertation Evaluation]</b>	

<b>Core courses:</b>	<b>18 credits</b>
<b>Specialization courses:</b>	<b>12 credits minimum</b>
<b>Integration seminar:</b>	<b>3 credits (SW755)</b>
<b>Research &amp; Teaching Practica:</b>	<b>6 credits</b>
<b>Electives:</b>	<b>6 credits minimum</b>
<b>Dissertation design:</b>	<b>1 (699v)</b>
<b>Total minimum credits:</b>	<b>46 credits (excluding dissertation credits &amp; prerequisites)</b> [effective Spring 2007]

## **APPENDIX B: GUIDELINES FOR SPECIALIZATION PLANS**

The purpose of the Specialization Plan is to identify and describe your major program of study in the Ph.D. program. In the plan, you are to identify the human/social problem area you are proposing to study, the importance of the problem and the rationale for selecting the topic, your learning objectives, and the program of study in which you will be engaged in order to develop doctoral level expertise in your specialization area.

Upon completion of the specialization experience, you should possess doctoral level competence and knowledge in this problem area as specified in the Requirements for Specialization Knowledge Development section below. By then, you should have acquired detailed and in-depth understanding of the major theories and conceptual frameworks regarding both the nature of the problem and the interventions related to the problem. You should have acquired a detailed understanding of the research findings, methodologies and directions within the area. You should have acquired a detailed historical, theoretical and empirical understanding of the key social policies in the area. Finally, you should have acquired a detailed understanding of the cultural implications of actual and potential theoretical and empirical work within the area.

The Specialization Plan is a brief description of your beginning understanding of the area and your plan to accomplish what is described in the preceding paragraph. Note that once all or most of the specialization course work is completed, you will be taking an integration seminar that will provide the opportunity for you to pull the entire specialization area together through an in-depth integration and analysis of the literature. If successfully completed, this final specialization experience is intended to provide closure on your learning about the problem area and point to important future directions for scholarly work, including potential dissertation topics.

Your Specialization Plan is to be written according to the following guidelines (approximately 8-10 pages):

- A. Statement of the problem (e.g. disaster preparedness, mental health and substance abuse, child abuse, economic social development, gerontology issues, etc.);
- B. Importance of the problem;
- C. Rationale for selecting this topic and its relevance to social work and social welfare (include a statement on past/present coursework on topic);

- D. Preliminary learning objectives;
- E. A program of study for meeting these objectives in such a way that the content outlined in the “Requirements for Specialization Knowledge Development” will be learned; and
- F. A copy of “Requirements for Specialization Knowledge Development” appended to the plan.

Write in a clear and direct fashion. Provide a coherent and thoughtful overview of the problem area. Use APA writing style throughout (see Publication Manual of the American Psychological Association, current edition).

### Requirements for Specialization Knowledge Development

The following is to serve as a guide for the development of your competence in and knowledge of your specialization problem area. Specifically, upon completion of the specialization experience, you should possess doctoral level knowledge of the following:

- I. The Problem
  - A. Statement of the problem
  - B. Importance of the problem (e.g., prevalence of problem, etc.)
  - C. Relevance to social work and social welfare
  - D. Nature of empirical evidence in the problem area
  - E. Results of studies about theoretical understanding of the problem area
  
- II. Theories/Conceptual Frameworks about the Problem
  - A. Definitions
  - B. Major theories (brief descriptions of the major concepts and propositions, issues, etc.)
  - C. Analysis of these theories (statement of the current state of theoretical work in this area)
  
- III. Interventions with the Problem
  - A. Major intervention areas
  - B. Specific intervention theories
  - C. Specific intervention approaches (applications)
  - D. Results of studies of intervention approaches
  - E. Analysis of these intervention approaches
  
- IV. Policy
  - A. Major policies relevant to the problem
  - B. Suitable framework for policy analysis
  - C. Results of policy implementation studies
  - D. Policy directions

- V. Research Methodologies
  - A. Common Methodological Issues within the Problem Area
  - B. Specific research methodologies appropriate and relevant for the identified area of study
  - C. Strengths and limitations of the research method/s (including multi-method approaches)
  
- VI. Cultural Issues
  - A. Extent to which cultural issues are incorporated in problem area (empirically, theoretically, etc.)
  - B. Cultural implications of the above
  
- VII. Conclusions
  - A. Strengths and weaknesses of existing work in the problem area
  - B. Future directions for work in the problem area

**APPENDIX C: SW 699-Tutorial/Directed Reading Form**

**UNIVERSITY OF HAWAII MYRON B. THOMPSON SCHOOL OF SOCIAL WORK  
PhD in SOCIAL WELFARE PROGRAM  
Program Office: 956-3831  
SW 699 Description Form**

- ✓ **The student and faculty meet to develop and specify the objectives or end products (e.g. specialization plan).**
- ✓ **To obtain a registration entry code, this form must be completed in full and signed by all parties. SUBMIT TO THE PHD PROGRAM OFFICE AT LEAST TWO WEEKS PRIOR TO THE FIRST DAY OF THE SEMESTER**
- ✓ **The PhD Program Office: Obtains the Program Chair's approval and emails the entry code to the student.**

**Student's Name:** \_\_\_\_\_ **UH ID#:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_ **Number of Credits:** \_\_\_\_\_

**Instructor's Name:** \_\_\_\_\_ **Email** \_\_\_\_\_ **Contact Number** \_\_\_\_\_

*This document serves as the course syllabus or learning agreement (use additional pages as needed).*  
**COURSE DESCRIPTION** (Subject to be covered):

**Plan of Study:**

Learning Goals/Purpose of course:

Expected Outcome/Product:

Method of Evaluation:

**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of PhD Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX D: SW 699-Individual Review/Incomplete Plan Form**

**MYRON B. THOMPSON SCHOOL OF SOCIAL WORK**

**PhD in SOCIAL WELFARE PROGRAM**

**Program Office: 956-3831**

**Individual Student Review or Conditions of Incomplete (ISR-CI Form)**

- ✓ **In the case of an incomplete: The student and faculty develop and specify the objectives or end products (e.g. paper completion, conceptual or editing). Completed ISR-CI form is submitted to PHD Program.**
- ✓ **In the case of an individual student review: Student and student's chair/advisor identify issues and expected benchmarks. A review meeting with the PHD chair may be requested. Completed ISR-CI Form submitted to PHD Program.**
- ✓ **The instructor or faculty chair informs the PhD Program Chair of updates or the outcome after the expected date of completion.**

**Date:** \_\_\_\_\_ **Student's Name:** \_\_\_\_\_ **Contact #:** \_\_\_\_\_

**Instructor's or Faculty Chair's Name:** \_\_\_\_\_ **Contact # :** \_\_\_\_\_

*Check one: Incomplete Completion Plan* \_\_\_\_\_ *Individual Review Plan* \_\_\_\_\_

**PLAN/OBJECTIVES** (remediation plan):

Describe Specific Issues (may example such as attach paper w/evaluation comments):

Expected Outcome/Product:

Expected Date of Completion &/or other specific terms:

**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Or**  
**Signature of Student's Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of PhD Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDIX E: TEACHING PRACTICUM**

[Passed by majority vote by the PhD Program Committee on April 23, 2007]

### **TEACHING PRACTICUM**

#### Introduction

Teaching preparation experiences are useful to all future leadership roles including but not limited to those for academic positions. These procedures are intended to maximize the educational benefit from the practicum.

The following guidelines are intended to standardize the practicum experience and assignment to a practicum. Students are not constrained from seeking out and negotiating a teaching practicum outside those offered via these procedures. However, all practicum assignments must be approved by the PhD Program Chair before the student is officially registered for the course.

### **PLANNING PROCEEDURES**

The Teaching Practicum is typically taken in the second year for one semester or two if more experience is desired.

1. During the spring semester, the Program office sends out a survey to faculty to assess their willingness to supervise a student intern in the following academic year.

Where feasible, priority will be given to the following:

- Required courses that will provide interns with experiences valuable to their entry into the job market
  - Courses that lend themselves to clearly identifiable units, so that an intern will have responsibility for one or more sessions
  - The instructor's availability to provide necessary supervision
  - Master's or undergraduate level course (not one in which other doctoral students are registered).
2. The teaching practicum may not be in conjunction with a Teaching Assistantship, i.e. the student may not be a TA for the same course in which the teaching practicum is taken. (This requirement may be waived by petition to the Program Chair when a clear case can be documented that neither the pedagogical goals of the practicum nor class support needs would be compromised and that the student's previous teaching experience warrants combining the roles.)
  3. The Program Chair reviews the surveys, which are made available to all students. Students are free to investigate additional

opportunities; however, all practicum assignments must be approved by the Program Chair before a student officially registers for the course.

4. Practicum arrangements should be done well in advance of the semester in which the course is to be taken so that students may be involved in course preparation tasks.

## **REGISTRATION AND COURSE CONDUCT**

- Learning contract development. Once assignment for the Teaching Practicum is finalized, the student and faculty member meet to develop a learning contract. The contract should include specific descriptions (type written) of how the student will be involved in the following and can include other tasks as appropriate or desired:
  - Syllabus preparation
  - Coordination of teaching and evaluation activities
  - Reading papers/assignments
  - Grading papers/assignments
  - Communication between student and instructor throughout the semester
  - Teaching a course module
- Student responsibilities:
  - The average time devoted to the teaching practicum is expected to be 8-10 hrs per week.
  - The time is spent on activities such as class preparation, classroom time, office hours, assignment review/grading, meetings with the faculty supervisor, and other relevant activities negotiated as part of the contract.
- Faculty responsibilities:

The practicum is based on a mentorship model. The assigned faculty should involve the student in as many aspects of course planning and execution as possible, and meet with the student regularly. Some common areas of teaching that faculty should support students in learning are:

  - Understanding the educational goals of the course.
  - Understanding the relation of the course goals to specific content areas included in the course and the process of selecting reading materials.
  - Understanding the relation between course goals and content and the instructional methods used.
  - Understanding the relation between course goals, content, teaching and the types of student evaluation methods selected.

- Understanding the conceptualization and execution of the course syllabus including the specifics of the course outline.
- Preparing a class session and when appropriate teaching a portion of a session.
- Acquiring classroom management skills.

### **OUTCOMES EVALUATION**

1. Students write a Summary Report of the Teaching Practicum which describes:
  - How fully they achieved their learning objectives
  - Self-assessment of their teaching perspectives, current strengths, areas they believe additional knowledge and training is needed. This report may serve as part of the student's teaching portfolio.
2. A copy must be provided to the Program Office at the end of the semester.
3. Faculty Evaluation. The faculty and student should discuss the strengths and limitations of the practicum experience. The faculty will assign credit/no credit for the course. In cases of not credit or incomplete, the faculty should notify the Program Office and specify a plan for resolution.

## **APPENDIX F: RESEARCH PRACTICUM**

[Approved by PhD Program Committee April 23, 2007]

### **RESEARCH PRACTICUM**

#### Introduction

A critical part of development as a scholar is knowledge development through research. The research practicum targets the development of students' research skills with these specific goals: (1) to provide research experience through participation in supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students' research skills; and (4) to develop skills in writing for publication.

**COURSE FORMAT:** The research practicum may be taken for one or two semesters.

#### **PRACTICUM COURSE PLANNING AND REQUIREMENTS**

1. During the spring semester, the Program office sends out a survey to faculty to assess their willingness to supervise a student intern in the following academic year. PhD students may also independently investigate additional research mentorship opportunities.
2. The Program Chair reviews the surveys and is available to students to discuss options and make recommendations. These discussions are intended to facilitate students' initiation of discussion with specific faculty members.
3. The research practicum must be described in writing as approved by the sponsoring faculty and submitted to the Program Chair before a student officially registers for the course.
4. Student and faculty agree upon learning contract which should include the following in type-written format:
  - Inclusive dates of the research practicum
  - Days and hours the student will regularly devote to the practicum
  - Research skills the student will learn
  - Research tasks the student will perform
  - Research training the faculty will provide
  - Time and frequency of supervisory meetings between student and faculty

- A brief description of the written product that will result from the practicum.

## OUTCOMES/EVALUATION

1. Students write an integrative paper on the practicum activities or other negotiated product, a copy of which is submitted at the end of the practicum to the faculty preceptor for evaluation and to the PhD Program Chair. The purpose of the paper is to gain and demonstrate in writing research reports in a publishable format. The paper (APA format) synthesizes the substantive, methodological (statistical and/or qualitative) components of the study and practicum.
2. Faculty Evaluation. The faculty and student should discuss the strengths and limitations of the practicum experience. The faculty will assign credit/no credit for the course. In cases of incomplete, the faculty should notify the Program Office and specify a plan for remediation.

## **APPENDIX G: GUIDELINES FOR THE COMPREHENSIVE EXAMINATION – DISSERTATION PROPOSAL**

### **Comprehensive Examination General Outline**

Your proposal should include and address the following areas:

**A Title:** should communicate the essence of your project/specific research focus, or your unique perspective of the research area.

**An Abstract:** which clearly states the purpose and objectives (Is this an experimental, exploratory, descriptive, or other study?); problem or questions you intend to address; a brief summary of what the literature states; and your methodology.

#### **Statement of Problem:**

- What is the specific problem you are addressing through this research as relevant to social work? (What the literature says; your review of the literature)
- What are the gaps your study will address?
- Why is this area in need of research; why is it of particular importance?

#### **Purpose of the study:**

- Why is this study being done? What is the study about?
- How does it fit into what is already known?
- If you are taking a stance, what your relationship to the area of investigation? Who will benefit?

**Background and Significance of the Problem:** Flesh-out why this topic important; use subheadings reflecting the specific areas that are of importance to this problem area based on your knowledge of the literature; cite all references.

#### **Theoretical Framework/s being used in this study**

- What theoretical frameworks are guiding your intended research? Why? What's your rationale for using it/them?
- How will you apply the theoretical frameworks to your study?
- What is the significance of studying this area with your chosen methodology?

#### **Methodology:**

- Specific Aims: What are the specific research questions

you will address?

- Design: How do you plan to study this problem? What method/s will you use to collect data? Where and how will your sample be drawn? Give rationale.
- Data analysis procedures: What method will you use to analyze data and how will you do it?

**Study limitations:** How might the study be limited?

### **Implications for Social Work**

- Where and how will the findings be useful? E.g. Social work practice, policy, education, research, etc.

**Timeline:** Provide a time line, from pilot to finished thesis.

### **References**

### **Appendices**

## **DETAILED RESEARCH PROPOSAL & PROCESS OUTLINE\***

[\*The following outline provides detail to the previous general outline and is aimed at aiding you to develop each section of the study.]

## **RESEARCH PROBLEM FORMULATION & JUSTIFICATION**

### **Problem Area:**

What specific problem area are you addressing in this research that is relevant to social work? Clearly state the social problem area. E.g. Maternal Depression and Child Maltreatment Among Women

**Justification for Study:** (complete extensive literature search of salient research to develop this section.) Discuss the following clearly and with specificity (help the reader understand your reasoning):

- What does the literature say about this problem? (discuss characteristics of the problem; significant findings in the area; a few significant studies that relate to your specific area of study)
- Why is this area in need of research? (discuss the gaps in this area of research, and how gaps relate to what you will study)
- What is the purpose of your study? Discuss the specific purpose, aims or goals of your study. For example: This study will explore the experiences of ethnic minority women who are depressed and caring for their children; or The purpose of this study is to replicate a study which suggested that there is a relationship

between maternal depression, increased risk of aggression, and child abuse (Lee, C.M. & Gotlib, I. H.; Zuravin, S. D., 1989); or The purpose of this study is to examine how ethnic support systems influence the presence and magnitude of depression (i.e. mild, moderate or severe) for mothers of color.

**Theory base:** Discuss the theories that may have been used to explain the problem or phenomenon you are studying. Discuss the theory base will you utilize in your study. Why are you using this/these theory/theories (rationale)?

## **RESEARCH QUESTIONS**

State the research questions that you hope to answer through your research. There may be more than one research question if they elucidate the research focus.

- For example: What factors contribute to the risk of aggression and child abuse in depressed mothers? How do ethnic support systems influence the presence and magnitude of depression (mild, moderate or severe) for mothers of color? What are the coping resources relevant to mothers of color? How do these resources relate to such factors as ethnic group membership, social support, and bi-cultural identification?

## **STUDY DESIGN, ETHICAL CONCERNS & LIMITATIONS**

**Study Design:** How will the study be done?

Human subjects procedures and ethical issues: discuss the human subjects procedures you will utilize and what ethical considerations (examine NASW ethics) need to be addressed.

**Research Methodology:** consider & discuss what type of research methodology would best achieve your study purpose. (quantitative, qualitative, single subject, experimental, quasi-experimental, program evaluation, etc.)

Sample: discuss where & how will you draw your sample, and what type of sample you will gather. What is your unit of analysis? (individuals, groups, etc.) Describe your sample: who are they?

**Measurements or instruments:** Discuss what types of measurements or procedures you will use to collect data. (Include a copy of standardized instrument, survey, sample interview questions [3-5 possible questions], field observation guide, or other instrument)

**Data analysis procedures:** Discuss the procedure will you use to

analyze data (this does not have to be in great detail). The question is: how will you determine what the data collected means?

**STUDY LIMITATIONS:** Discuss the limitations of your study in terms of methodology, analysis, applicability of findings or other pertinent issues or situations. Use these questions to develop this section:

- Why might the findings of this study be held as tentative or contingent on further study?
- How well might the results generalize to members of the wider population?
- What reservations do you have about the design and execution of the study?

**ADMINISTRATION & TIMELINE:** Discuss over what period you will conduct your study (When do you anticipate starting and ending based on the type of study, sample size, data collection procedures, report completion, etc?); funding issues, and other practical considerations.

**IMPLICATIONS FOR SOCIAL WORK:** Discuss how your proposed research may contribute to social work practice, policy, education or future research. In what ways can your study contribute to social work practice, policy, social work education or future research in the specific area of concern?

## **BIBLIOGRAPHY - REFERENCES**

## **APPENDIX H: CONFLICTS OF INTEREST: DISCLOSURE, REVIEW AND MANAGEMENT**

[adapted from University of Colorado – Conflicts of Interest and Commitment; approved by the UH SSW PhD Committee, March, 2008]

Those evaluating conflict of interest disclosures need a framework for determining the permissibility of entrance into the PHD program and for assessing the degree to which disclosed relationships and/or activities may pose risk to the applicant, employee, the institution, and other entities that may be affected. Presented below are questions for evaluating potential conflicts of interest. Other questions related to special circumstances should be added as appropriate. The goal in applying these questions should be to determine the correct mode of dealing with any real or apparent conflicts.

Any individual seeking admission into the PhD Program in Social Welfare who is currently employed as UH SSW faculty or applying for a SSW faculty position (.5FTE or more, specialist or instructional) must prepare a written request to the PhD Program Chair which provides the following information:

- A. Faculty Position Description and other details (current or sought after)
  1. Title of position and rank
  2. Primary investigators of the project and/or direct supervisors work
  3. Duties of the position in relation to the UH School of Social Work
  4. Funding source of the position
- B. Other relevant information regarding your employment at the School that poses potential of bias or conflict of interest.
- C. How will potential conflicts of interest and bias be addressed? What provisions do you and the employer propose?

When presented with the facts of a given applicant, the reviewer must first determine the extent of potential conflict of interest or bias in professional and educational activities of the applicant. If it appears there is genuine cause for concern, the reviewer must ascertain whether appropriate controls can be developed to deal with possible conflicts. The PhD Chair will review documentation provided by the applicant and may request the opinion of the PhD Committee. The PhD Chair's

rendered decision will be final. The following questions are suggested for the determination.

1. Has all relevant information concerning the individual's activities been acquired (i.e., has there been full disclosure)?
2. Exactly how does employment within the School pose potential conflicts of interest?
3. Does the proposed plan to avoid conflicts of interest adequately address the situation? That is, could the proposed plan withstand public scrutiny?
4. How can the student's program committee membership be composed to avoid potential conflicts of interest?
5. Do the individual's reported external time commitments exceed permissible levels?
6. Does the individual appear to be subject to incentives that might lead to conflicts or bias?
7. Is there any indication that workload obligations to the University will not be met?
8. Do the current engagements of the individual represent potential conflicts between outside interests (e.g. working on projects simultaneously for competing business entities)?

## **APPENDIX I: DISSERTATION STYLE POLICY**

### **Graduate Division Requirements**

The [margin settings](#), [title page](#) and [signature page](#) of the dissertation **must** meet Graduate Division requirements. Students who submit pages that do not meet these requirements will be asked to reformat the pages. Consult the [Style and Policy Manual for Theses and Dissertations](#) for details.

For the rest of the manuscript, it is at the discretion of the graduate programs to require or suggest their own professionally acceptable style. Students are advised to consult with their committee chair regarding an acceptable style and familiarize themselves thoroughly with it, before they begin to prepare their manuscript. In general, the style should conform to the major professional or scientific journals in the students' discipline. For certain disciplines, suitable style manuals are readily available and may be used. Graduate programs in disciplines where no style manual exists may wish to develop their own.

### **Margin Settings**

To ensure that no part of the manuscript is cut off when it is bound and trimmed by the Hamilton Library; the Graduate Division requires standardized margins on every page of the manuscript. The left margin must be 1½ inches from the edge; all other margins must be 1 inch from the edge. The only exception is facing pages, which should have the 1½ inch margin on the right side.

The entire content on the page, including page numbers, must fall **within** the margins specified. The page number can be bottom center or top right.

### **Title Page**

Please pay special attention to the following features on the title page:

- Include an okina before the last "i" when writing "Hawai'i." The okina is NOT an apostrophe. To insert the "okina," use the command "Insert > Symbols" or "Insert > Special Characters" in your word processing program.
- Indicate your degree and graduate program (e.g., Master of Science in Zoology). Use only the official degree name. If in doubt, refer to the Catalog or check with the Graduate Records Office. Certain

graduate programs (e.g., Biomedical Sciences, Botanical Sciences, East Asian Languages and Literatures, Languages and Literatures of Europe and the Americas) include specializations in which students receive their degree. Indicate the specialization on the title page and signature page as shown in the examples below:

Biomedical Sciences (Physiology)

East Asian Languages and Literatures (Korean)

Languages and Literatures of Europe and the Americas (German)

Zoology (Ecology, Evolution and Conservation Biology)

- Indicate the month and year of graduation (December, May, or August). Do not separate the month and year of graduation with a comma. Do not use the date you completed or submitted the dissertation.
- Include committee members' names. Customarily, the name of the outside committee member is given last.
- Do not include titles such as Dr. or PhD for committee members or for yourself. However, the chair should be designated by the word "chairperson."
- Spell-check the title and signature pages. Some commonly misspelled words include "fulfillment." The word "requirement" needs to be in its plural form when used in the case of "degree requirements."

### **Signature Page**

The signature page with original signatures must be submitted with the master copy of the manuscript. For the second copy of the manuscript, a photocopy of the signature page is acceptable.

Please pay special attention to the following features on the signature page:

- Do not include title or heading on the signature page.
- Position the page number consistently with the page numbers in the rest of the manuscript.
- Include the following statement in English or an approved equivalent statement in Hawaiian: "We certify that we have read this dissertation and that, in our opinion, it is satisfactory in scope

and quality as a dissertation for the degree of (name of degree) in (graduate program)." See [above](#) for information on the use of official degree names.

- Include only as many lines as there are committee members signing; extra lines may suggest that some committee members found the dissertation unsatisfactory.
- Obtain original signatures of all the committee members. Signatures must be in permanent BLACK INK.
- To safeguard against a committee member signing into the right margin, increase the right margin on this page to two inches