

Ph.D. Program
Student Handbook
2020-2021



The University of Texas at Austin

Steve Hicks School of Social Work

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

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The Ph.D. Program Handbook is for informational purposes only and is not an official publication of The University of Texas at Austin. For official rules, regulations, and degree requirements, please refer to the Graduate Catalog and the General Information Bulletin of The University, which can be found on-line.

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A Message from the Dean

Dear Doctoral Student:

One of the single most satisfying parts of a dean's job is to welcome the new cohort of doctoral students. You represent the future of social work education and social work research, and it is our responsibility as faculty to prepare you to the best of our abilities for advancing scholarship that makes a difference. You already know that The University of Texas at Austin's tagline is, "What Starts Here Changes the World." It is an apt tagline, too, for social work. It conveys our aspiration, and you will do your part in changing the world through your scholarship and your practice. In 1974 we admitted our first group of doctoral students. Since then, many of our graduates have gone on to hold academic leadership positions in numerous great universities throughout the United States. You will be part of this river of tradition.

Each of you brings unique talents and experiences to your doctoral studies. Whether it's in practice, policy, administration, community work, or even other fields, you should use your background to strengthen your studies and share them with your classmates – teach one another, learn from one another. Years from now you'll be teaching at different universities but you will remember the few years together at UT Austin, with fondness, I trust. And you'll probably keep in touch, consult with one another on your careers, collaborate across universities on research of importance to our world, meet at conferences, and establish life-long friendships.

To get you to the day when you will receive your degree and be called "doctor," I suggest you take full advantage of collective years of experience and wisdom that Professor Cynthia Franklin and Ms. Sherry Melecki have in preparing doctoral students. Tap them for their knowledge and know-how on everything from the mundane (where can I get the best breakfast taco) to the quintessential (preparing your dissertation). Of course, our doctoral faculty stands ready to prepare you for that day, teaching you theory courses, research courses and skills, mentoring, advising, and generally supporting your development.

On behalf of the faculty and staff of the Steve Hicks School of Social Work, I wish you the very best as you pursue your doctoral education and career. Please introduce yourself to me when you are at the School. It will be a pleasure for me to welcome you personally. With this, I bid you a warm welcome to the Steve Hicks School of Social Work!

Luis H. Zayas, Ph.D.
Dean and Centennial Professor in Leadership

Ph.D. Program Policies and Procedures

Ph.D. Program Mission

The Ph.D. program in the Steve Hicks School of Social Work at The University of Texas at Austin (UT) prepares its graduates to provide intellectual leadership for the social work profession as community based researchers, scholars, educators, and leaders. This intersects with the Graduate School's mission of serving as a community of diverse scholars dedicated to excellence in original research, teaching creative expression, and intellectual leadership. The domains of social work inquiry derive from the social work's mission and purpose: "To enhance human well-being and help meet the needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW Code of Ethics). Both the Graduate School and the PhD program in the Steve Hicks School of Social Work strive to "cultivate individuals who work together to bring knowledge, innovation, and best practices to meet the great and small challenges of our time."

Ph.D. Program Goals

The PhD program in social work at The University of Texas at Austin has the following primary goals:

1. Graduates will have the advanced critical thinking skills and knowledge to be at the cutting edge of the social work profession as researchers, academicians and advocates for social justice.
2. Graduates will have the leadership capacities to develop, disseminate and transform knowledge within the social work profession.
3. Graduates will assert an area of theoretical and methodological expertise to address specific social problems, increase equity and promote social justice.
4. Graduates will understand the role and importance of social work values and ethics in research and knowledge development.

Ph.D. Program Objectives

Students graduating from the PhD program in social work at The University of Texas at Austin are expected to:

1. Understand the major contemporary issues in social work education and research, and the current challenges facing our society and the social work profession.
2. Demonstrate a comprehensive understanding of social work theory and methods and be able to apply this theoretical knowledge base in research and teaching.
3. Show an in-depth knowledge and understanding of a specialized area related to social work and be able to use this expertise to promote social change and social justice and to transform knowledge in an area of social work practice.
4. Understand the conceptual and theoretical underpinnings of the research and statistical methods that are being applied in research studies.
5. Demonstrate expertise in the application of both quantitative and qualitative research methods and data analysis techniques.
6. Be able to solve statistical problems using data sets relevant to social work topics, and interpret the findings supported by the statistical analysis, including the limitations of the analysis that may result from issues of sample size, violation of underlying assumptions, and validation analysis.
7. Demonstrate a capacity to be an effective social work educator through formulation of a teaching philosophy and successful participation in instructional activities.
8. Prepare and submit plans for the responsible and ethical conduct of research.

9. Show capacity to be productive scholars by submitting manuscripts for publication and participation in learned societies and professional conferences.
10. Be able to develop and submit research proposals independently, and in collaboration with others.
11. Develop a research career plan or trajectory including formulating a research agenda that will serve as a framework for career advancement after graduation.
12. Have an understanding of interprofessional education and transdisciplinary approaches to scholarship and research.

Administration of the Program

Administrative oversight for the Ph.D. Program is vested in the Doctoral Committee. This Committee is composed of faculty members appointed by the Graduate Studies Committee, and two student members, one each selected by the first year and second year cohorts. Meetings of the Committee are open to all students and faculty, but approval of the Committee is required to permit participation in discussions by persons who are not committee members. Student members participate in and have a vote on program policy. Only the faculty members of the committee deal with issues concerning individual students, such as programs of work, examination results, and applications for candidacy.

The Associate Dean for Doctoral Education is responsible for the development and oversight of the Ph.D. Program, including admissions, programs of work, degree program modifications, and graduation. The Ph.D. Associate Dean chairs the Doctoral Committee. The Ph.D. Associate Dean also accepts and responds to requests, petitions and grievances related to Ph.D. program policies, procedures and curriculum issues. In addition, the Ph.D. Associate Dean evaluates all requests for transferring course credit from other programs.

Admissions Requirements

In addition to requirements set forth by the Graduate School of The University of Texas, the Doctoral Committee of the Steve Hicks School of Social Work also looks for evidence of the following when reviewing applications:

- Applicants are expected to show capacity for advanced academic work and potential for scholarship. The development of competence to design and carry out rigorous research studies relevant to social work is a critical expectation of the Ph.D. program.
- Applicants must have a master's degree from an accredited school of social work. Exceptions are sometimes made for applicants with a master's degree in another field if from a country without accreditation or with exceptionally strong credentials and experience working in social work settings.
- Applicants are expected to demonstrate excellent writing skills, particularly those that show evidence of analytic skills and research capabilities and interests, as part of the admissions application.
- Applicants must have successfully completed a statistics course with a minimum grade of "B" prior to applying to the program.

Language Requirements

The Steve Hicks School of Social Work welcomes applications from international students to the Ph.D. program. In addition to meeting the general requirements for admission to the Graduate School and the Steve Hicks 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. 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, the Steve Hicks 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 Steve Hicks School of Social Work and arrival at The University of Texas at Austin, all 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 before enrolling in social work courses. Additional course work may delay a student's completion of the Ph.D. program. The student is responsible for the cost of ESL courses, which are not included in estimated tuition and fees.

Degree Requirements

Graduate work at The University of Texas at Austin is broader than any single department or program. Supporting work in the social and behavioral sciences may be taken in a single academic department or may focus on a particular issue cutting across several academic departments. Students may also petition the Graduate School for permission to develop an interdisciplinary program under an interdepartmental committee.

The program of work, excluding dissertation, requires a minimum of 47 credit hours of graduate study. The required program of work is outlined below:

<i>Three seminars in research methods</i>	<i>9 credit hours</i>
Research I	
Research II: Quantitative Methods	
Research III: Qualitative Methods	
<i>Two seminars in computer data analysis</i>	<i>6 credit hours</i>
Quantitative Data Analysis I	
Quantitative Data Analysis II	
<i>One research practicum or additional advanced research or statistical methods course</i>	<i>3 credit hours</i>
<i>One writing practicum or an elective</i>	<i>3 credit hours</i>
<i>Theories of Social Work Practice</i>	<i>3 credit hours</i>
<i>One seminar on pedagogy in social work</i>	<i>3 credit hours</i>
<i>Two colloquia on social work education and research</i>	<i>2 credit hours</i>
<i>Four electives of your choosing</i>	<i>12 credit hours</i>
<i>One comprehensive exam preparation course</i>	<i>3 credit hours</i>
<i>One Advanced Research or Statistical Methods Elective</i>	<i>3 credit hours</i>
<i>TOTAL</i>	<i>47 credit hours</i>

Research Practicum

Students must complete the research practicum sometime prior to submitting their application to candidacy. Many students meet this requirement during the summer after the first year of course work.

The practicum requires that the student work for a minimum of 135 hours on a faculty supervised research project. Many projects require the student to work more than 135 hours, with the required time commitment being negotiated between the student and the supervising faculty member. Students register for the research practicum by completing a SW395L form with the practicum supervisor as the instructor. A copy of the SW395L Research Practicum form can be obtained online at: <https://socialwork.utexas.edu/dl/files/academic-programs/phd/sw395lresearch.pdf>

There are three options for meeting the practicum requirement.

- (1) The most common method is for students to work on a faculty research project. In this case, students assist a faculty member who is conducting an ongoing research project. It is expected that students will be able to define and focus on a specific aspect of a larger project that will be their primary responsibility.
- (2) The second option is for the student to conduct an independent research project under the supervision of a faculty member. If a student selects this option, they are responsible for designing and conducting a small-scale study and for identifying a faculty member who will serve as their practicum supervisor. During the project, the student and faculty member must work closely together to ensure that the research design is feasible and sufficiently rigorous to produce useful results. The practicum supervisor is also responsible for helping the student develop appropriate learning objectives and for evaluating the student's progress toward meeting those objectives.
- (3) The third option is for students to enroll in and successfully complete another advanced research or statistical methods course. This advanced research or statistical methods course will be in addition to the required Advanced Research or Statistical Methods Elective.

Writing Practicum

Students must submit an article, of which they are first (lead) author and which is written after entering our PhD program, to a peer reviewed journal prior to submitting their application for candidacy. The paper can be a literature review, a conceptual idea, analysis of data, etc. and should be a full-length article as opposed to a brief commentary or brief reports.

Two options are available for facilitating progress toward fulfilling this requirement:

- (1) Register for a Writing Practicum as an elective, which is taken for a grade of Credit or No Credit. The Writing Practicum must include regularly scheduled meetings with the instructor to receive feedback regarding the process of journal writing and the progress of the paper. A copy of the SW395W Writing Practicum form can be obtained online at: <https://socialwork.utexas.edu/dl/files/academic-programs/phd/sw395wwriting.pdf>
- (2) Work informally with one of our Social Work faculty members to receive feedback regarding the process of journal writing and the progress of the paper. No grade will be assigned for students choosing this option.

Electives

Electives are graduate courses that are relevant to the student's dissertation topic and help prepare the student for dissertation. These courses may be either advanced theory courses in a substantive area related to the student's dissertation or advanced research methods courses that prepare the student for designing and conducting their dissertation. Courses that are primarily professional "practice methods" courses are not appropriate.

To satisfy their elective requirement, students may take their elective course work within the School, or in other University departments. Electives may be taken as organized graduate courses or as a 395K conference course with a faculty member from the Steve Hicks School of Social Work or another department. If an elective is taken as a conference course, the student and faculty supervisor should

design the course following the guidelines for conference courses and complete the SW395K Conference Course form. Students are encouraged to use a summer semester and take electives within the School to enrich and extend their learning experience.

Each conference course elective must be taken from a different professor. The same faculty member can serve as the professor for the Research Practicum, the Writing Practicum, and one elective.

Conference courses

Conference courses (SW395K) provide students with an opportunity to study special topics of interest to the student. In all respects, conference courses should meet the standards of other courses offered in the social work program. The guidelines below are intended to help students structure their conference courses in a manner consistent with the educational standards of the Steve Hicks School of Social Work. Supervised practicum and/or research experience may be used as a component of a conference course, but all conference courses must contain substantial reading and writing components as well as regularly scheduled meetings with the instructor to assist in the integration of course material.

To register for a conference course students must:

- Secure the cooperation of a faculty member of the Steve Hicks School of Social Work or other department who is willing to be the instructor for the course.
- In cooperation with the faculty member, submit an outline for the conference course which contains the following information:
 - a. A descriptive title for the course.
 - b. The general goal of the course.
 - c. The specific objectives of the course.
 - d. The methods of instruction that will be used.
 - e. A list of readings.
 - f. The assignments that the student will submit during the course. Each student is expected to complete at least one written assignment during the course.
 - g. A meeting schedule. The student and instructor are expected to meet a minimum of once a week.
 - h. A statement indicating how the student will meet course objectives and devote adequate time to the course.
 - i. The method that will be used to determine the final grade for the course.
 - j. The signatures of the student and faculty member.

Students registering for a SW395K course during the summer must indicate which summer session they plan to register (first 6 weeks, second 6 weeks, 9 weeks, or whole 12 week session). Most students register for the whole 12 week session.

SW395K courses are barred so students cannot register themselves. To register for a SW395K course, students must submit the completed and signed SW395K form to the Ph.D. Associate Dean at least 24 hours prior to their registration period. Please consult the Ph.D. Associate Dean if you have any questions.

A copy of the SW395K conference course form can be obtained online at:

<http://www.utexas.edu/ssw/dl/files/academic-programs/phd/sw395kconference.pdf>

Colloquium courses

Students are required to attend a series of two one-hour colloquium courses on issues in social work education and research in the Fall and Spring semesters of their first year in the program. Colloquia topics covered are broad and include information that facilitates the learning of research methods and the development of knowledge and skills needed to participate in the PhD program and within a community of scholars.

The course is offered on a CR/NC basis only. To receive credit, a student must satisfy the attendance requirements for the colloquia or approved substitutes.

Research in Social Work

Students registered for Research in Social Work (SW 395J, 695J, or 995J) receive individual instruction on the development of their comprehensive research paper. The course is offered on a CR/NC basis only. Students must have completed a minimum of 41 semester hours of the required PhD coursework in social work and must sign up for this class in the Office of the Graduate Coordinator for Doctoral Education prior to registering.

Registration

With the exception of the SW395K Conference Course, the SW395W Writing Practicum, the SW395L Research Practicum, and SW 395J, 695J or 995J Research in Social Work, students must register for courses themselves. Each Fall and Spring semester, students will receive information regarding registration for the next semester. Students register using the *Registrar services online*, found at: <http://registrar.utexas.edu/services/>

Ph.D. Program Curriculum

Students who devote themselves full-time to the doctoral program should be able to complete all class requirements and the comprehensive examinations the summer after their second academic year. Initial work on the dissertation research proposal usually begins by the end of the second year; however, students are encouraged to consider their topic as early as possible. Subsequent semesters are devoted to dissertation research, followed by a final oral examination in defense of the dissertation.

The course load as described in the curriculum outline below is a normal course load for any student who plans to complete all candidacy requirements within two academic years. Students must complete the requirements for candidacy within six years in accordance with University policy. However, our goal is for all PhD students in the Steve Hicks School of Social Work to advance to candidacy no later than the spring semester of their third academic year. The course load as described in the curriculum outline may vary, particularly when students are serving as teaching assistants or research assistants, which require that students be enrolled full-time.

Program of Work

In the spring of the first year, students develop an initial program of work by making a preliminary selection of seminars to be taken in the second year, within the School and outside the School. A copy of this form is available online at: <http://www.utexas.edu/ssw/apss/forms/>

In planning the Program of Work, students should take seminars that are consistent with their area of focus. Changes can be made, and frequently must be made, due to faculty leaves, schedule changes, and so forth.

Students should review their program of work statement prior to the beginning of each semester. If the plan for the semester involves changes from the approved Program of Work, a revised program of work should be submitted to the Ph.D. Associate Dean for approval by the Doctoral Committee. It is necessary at the point of application for candidacy that the student has completed the Program of Work that was approved by the Doctoral Committee.

The University of Texas at Austin
Steve Hicks School of Social Work
Typical Program of Work for Full-time Ph.D. Program

<i>First Year</i>	<i>Semester Completed</i>
Fall Theories and Social Work Quantitative Data Analysis I Research Methods I Colloquium on Social Work Education and Research	_____ _____ _____ _____
Spring Quantitative Data Analysis II Research II: Quantitative Research Methods Research III: Qualitative Research Methods Colloquium on Social Work Education and Research	_____ _____ _____ _____
Summer <i>Individually Scheduled Courses (1+)</i>	
<i>Second Year</i>	
Fall <i>Individually Scheduled Courses (2+)</i> Pedagogy in Social Work	_____
Spring Area of Specialization Course (Comp. Exam Prep.) Individually Scheduled Courses (2+)	_____
Summer <i>Individually Scheduled Courses (1+)</i>	
<i>Third Year</i>	
Fall <i>Individually Scheduled Course (1)</i> Research in Social Work (6 hours)	_____ _____
Spring Dissertation (Writing)	_____
<i>Fourth Year</i>	
Fall Dissertation (Writing)	_____
Spring Dissertation (Writing)	_____
<i>Individually Scheduled Courses</i>	
Writing Practicum or an elective	_____
Required Advanced Research or Statistical Methods Elective	_____
Research Practicum or additional advanced research or statistical methods course	_____
Elective	_____
Elective	_____
Elective	_____
Elective	_____
First Author Article submitted to journal	Date _____
Comps Defense	Date passed _____
Application for Candidacy	Date approved _____
Dissertation Proposal	Date approved _____

Colloquia, Writing Practicum, Area of Specialization Course, and Research in Social Work must be taken for credit/no credit.

Credit/No Credit Courses

Graduate School policy states that no more than twenty percent (20%) of the required credit hours in a program of work may be taken on a credit/no credit basis (CR/NC). Students must take the Writing Practicum, Area Specialization Course, Colloquium on Social Work Education and Research and Research in Social Work courses on a CR/NC basis. Courses taken beyond the required program of work can be taken as CR/NC.

Academic Advising

The Associate Dean for Doctoral Education acts as the academic advisor prior to the student's achieving candidacy and selecting a dissertation committee chairperson. Students, however, are encouraged to identify other faculty who share their academic interests and can provide both additional academic advising and professional career advisement early in the program. It is recommended that early in the second year of the program students begin to identify faculty members whose interest and expertise are relevant to the student's research area and who can help the student achieve his or her academic goals.

Comprehensive Examination

Prior to admission to candidacy, each student must pass a comprehensive examination that demonstrates mastery of the theory and research for the broad subject area in which the student proposes to develop expertise. The comprehensive exam has both a written and an oral component, and the oral portion must be defended in a meeting between the student and their comprehensive exam committee. The comprehensive examination is designed to measure each student's ability to conceptualize, critically analyze, and present knowledge in an organized and cogent manner. The examination requires students to demonstrate competence in the integration, synthesis, and application of the important literature in a student's specialized topic including social work theory, research methods, and social justice and policy frameworks that guide the critical analysis and understanding of the topic. The content knowledge for the comprehensive exam may be drawn from course materials, independent readings and systematic reviews of the literature. Once a student has selected a proposed topic and field of research for the comprehensive exam (e.g. child welfare, mental health, substance abuse, domestic violence, poverty, etc.) and has begun taking electives as foundation for research in that specialization area (typically in the third semester), the student identifies the broad, proposed subject area of the topic that will be the focus of their comprehensive exam. Students may view examples of the comprehensive exam paper in the Canvas resources folder.

Selection of Comprehensive Exam Chair and Committee

A minimum of one supervisor (chair) and two additional committee members are required for the comprehensive exam committee. The student in consultation with the chair will determine the additional committee members. Two members must be faculty on the graduate studies committee of the Steve Hicks School of Social Work. The supervisor (chair) must be either a full professor or an Associate Professor. The supervisor (chair) and one committee member must be members of the program's Graduate Studies Committee (GSC). The third committee member may be a member of the GSC or may be a faculty member (includes tenured and tenure-track faculty, research faculty, and research scientists employed by The University of Texas at Austin) who brings content experience. All

committee members must have obtained a PhD or equivalent degree. Students are advised to discuss the selection of the two members with their chair prior to any discussion with potential members. The committee chair must approve the selection of research faculty, research scientists, or tenure track faculty from other departments prior to contact by the student. The comprehensive examination structure and/or outline will be approved by the student's comprehensive examination chair during the semester in which the student is enrolled in the comprehensive examination course.

Comprehensive Examination Course

The comprehensive examination course is designed to facilitate continuous development of the comprehensive exam paper and a timely oral defense. The student's chair works collaboratively with the course instructor to provide feedback content, substance, writing style, and other elements of the paper. The course instructor assigns a grade for the course, but the student's comprehensive exam committee chair and committee members determine whether the work meets the comprehensive examination paper requirements. The course is structured in such a way that the student should aim to have a complete draft of the substantial integrative paper (75-100 pages) that synthesizes and critically analyzes the literature pertinent to the specialization area, summarizes the literature reviewed, identifies gaps in the research, and proposes research strategies that respond to these gaps by the end of the class. The paper is expected to include a systematic literature review.

Students submit their paper to their chair (supervisor) who determines when it is ready for the oral defense. In consultation with the supervisor, the student will be responsible for negotiating a time and place for the oral defense. Committee members are to receive the paper a minimum of two weeks prior to the date of the oral defense.

In the oral defense the student should be prepared to make a short presentation of their comprehensive exam and to answer questions about the integration of the theory, research, policy, and methodological issues in the specialization area and the implications for future research, practice, and education. The student should be prepared to address key theoretical issues and controversies in the specialization area, discuss and critique research methodologies utilized in the specialization area, propose alternative research strategies that might yield more beneficial results, and address the pragmatic issues that would be involved in implementing the alternative research strategies. Committee members may also raise questions that focus on areas in the paper that are unclear, require further elaboration, or otherwise may be strengthened.

At the completion of the oral exam, the student is excused so the committee can deliberate to reach consensus on the student's mastery of the substantive area and demonstrated preparation for dissertation research. If performance on either the written or oral exam is judged to be deficient, the student has one additional opportunity to redo the paper and repeat the oral defense. It is the student's responsibility to remedy the deficiencies in the written paper which may include elaboration of topics or the addition of materials related to the specialization area. Questions in a repeated oral defense are not limited to questions and issues raised in the initial defense.

When the committee has approved the written paper and oral defense, the committee chair will sign the Comprehensive Exam Completion Form to indicate approval and this form will be returned to the doctoral office.

Admission to Candidacy

Students may not register for the dissertation courses (*99W) until they are admitted to candidacy. Passing the comprehensive exam and completion of course work does not in itself constitute admission to candidacy. Formal admission to candidacy requires that the following conditions have been met:

1. The student has successfully passed the comprehensive examination.
2. The student has completed the program of work as approved by the Doctoral Committee.
3. The student has submitted an article of which he/she is first author to a peer-reviewed journal.
4. Doctoral Committee approval of the following:
 - A statement of up to 500 words explaining how the students' completed program of work prepares them to do their dissertation research. The statement should provide a basis for the Doctoral Committee to judge whether enough relevant electives have been taken to adequately prepare the students to conduct their dissertation research. This statement should not duplicate the rationales submitted incrementally for each elective course taken, and the statement need not justify each course.
 - A brief rationale for why each dissertation committee member is being selected. Students are required to obtain the agreement of each proposed member prior to submitting the proposed list to the Doctoral Committee.

If the above materials are approved and all other requirements for candidacy have been fulfilled, the Doctoral Committee will vote to recommend candidacy. Following this the student submits the Application for Doctoral Candidacy. Official action to appoint the Dissertation Committee is taken by the Graduate School.

The Application for Doctoral Candidacy is submitted electronically to the Graduate School. It lists the proposed chair and all other proposed members of the student's Dissertation Committee. The application must provide the title and a brief description of the proposed dissertation. The online candidacy application can be found at the Graduate School website at <https://gradschool.utexas.edu/academics/forms>.

Dissertation Proposal Defense

Students work closely with their dissertation supervisor and committee to prepare a proposal for their dissertation research. Prior to beginning their dissertation study, students, in consultation with their dissertation supervisor, are expected to schedule a meeting with their dissertation committee to present their study proposal. (If the student is using the *Three Article Dissertation* format, please review the next section. The proposal generally consists of three parts: (1) Problem Statement, (2) Preliminary Literature Review, and (3) Proposed Methodology. These three parts essentially comprise the first three chapters of the dissertation. Some students also include a separate chapter on the theoretical foundation of their dissertation research, or other chapters in addition to the Problem Statement, Literature Review, and Methodology chapters. In all cases, the chapters of the dissertation proposal should contain the preliminary work necessary to conduct the dissertation research.

The Dissertation Proposal Defense is different from the Final Oral Defense in that students do not pass or fail the proposal defense. The goal of the proposal defense is for members of the dissertation committee to reach consensus that the student has designed a rigorous study that is feasible to complete and will contribute to the knowledge base of the profession. If the committee cannot reach consensus that the student is ready to move forward with the dissertation study, it is responsible for advising the student about what should be done to develop a satisfactory proposal. This may mean requiring the student to complete additional work on the proposal. It may also mean additional meetings until the committee is satisfied that the student is ready to move forward with his/her dissertation research. A

Dissertation Proposal Defense Approval Form should be completed by the dissertation supervisor and signed by all members of the dissertation committee once the Dissertation Proposal is accepted.

The meeting for the dissertation proposal defense is not public, and only the candidate and committee members attend. Food and drink should not be brought to the proposal defense and it is not appropriate for the candidate to give gifts to committee members.

Three Article Dissertation

Students should decide as early as possible, in concert with their dissertation chair, whether to pursue the 3-article dissertation format. However, they may switch from one format to the other at any time provided their dissertation committee approves the change.

What Must Be Included

1. The articles dissertation should be comprised of a minimum of three articles. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation (Chapter 1). The need for three articles (as opposed to just two) should be clear and approved by the dissertation committee, and not merely represent minor tweaks of a work that would be more appropriately reported in just one or two articles.
2. The dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1) and a conclusion (Chapter 5) that discusses the synthesis of what is learned from the three articles.
3. The introduction should function as the cord that weaves the various manuscripts together and describes, for the reader, their ‘collective meaning’ and ‘combined contribution’ to the field. It should include:
 - a. A definition or statement of the problem
 - b. The importance of the problem, i.e., why it is worth researching, why it matters to the field of social work.
 - c. The theoretical foundation(s) supporting the problem/issue.
 - d. An overview of the important literature (overview, because each article will have its own unique literature review).
 - e. The research questions.
 - f. The methodology used to answer those questions.
4. The conclusion will briefly summarize the dissertation’s major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter ‘ties’ everything together and helps the reader see how the various manuscripts, taken together, contributes to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate how the findings from the three articles guide social work practice, policy, and education, and sets an agenda for future research on the issues addressed in the dissertation.

Dissertation Proposal

5. The dissertation proposal must include:
 - a. The introductory chapter.
 - b. Copy of any pre-published article to be included in the dissertation (no more than one already completed article can be presented).

- c. An outline of any articles in progress.
- d. A list of proposed journals.
- e. A timeline for completion of the work.

The defense of the dissertation proposal is expected to parallel the proposal defense for a traditional dissertation. The three-article dissertation alters the format, but not the content, expected in the dissertation research.

Final copy

6. The final copy of the dissertation should be formatted and bound consistent with UT dissertation guidelines for a 3-article dissertation. At The University of Texas at Austin, dissertations must be “coherent and consistent in appearance throughout, which means that previously published material must be printed using the same font and format as the rest of the dissertation.”

<https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement>

Authorship

7. Students must be first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results.

8. No other students can be co-authors on any of the articles. Co-authors must be identified at the student’s proposal defense. The article and the role of the co-authors must be presented to and approved by all members of the dissertation committee. The student’s committee must approve any changes in co-authorship. In addition, the student must indicate the percentage of effort and description of the role played by each author in the introductory chapter to the dissertation.

Content

9. At least two of the articles should be based on data that are analyzed by the student. If the third article is conceptual in nature, or based on a systematic review of the literature, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of either article. Whether the extent of any overlap is excessive will be determined by the student’s dissertation committee.

10. A certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various articles because it delineates the entire historical background of the study’s focal topic. Redundancy can be carefully reduced by citing one’s own work. However, self-plagiarism - reusing one’s own previously written work or data in a ‘new’ written product without letting the reader know that this material has appeared elsewhere - is prohibited.

Copyright

11. Students must secure all copyright permissions before finalizing the proposal and formatting the dissertation. Some journals might have copyright peculiarities that make it not worth the trouble to include that specific article in the dissertation. All of these issues should be considered early on in the process. The student should make sure that this entire process is compliant with UT dissertation format guidelines (see Deadlines and Forms, Format Guidelines)

<https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement>

12. Copyright issues frequently arise with previously published material. The student needs to obtain permission to duplicate copyrighted material (and, possibly, multiple author releases). Students should check with the UT Graduate School to make sure they are in compliance with University dissertation guidelines and copyright regulations.

Publication Requirements

13. It is expected that the three articles submitted for the defense be of publishable quality. It is acceptable for a student to include a previously published journal article in the three-article dissertation, as long as (a) all authorship requirements in our School's guidelines are adhered to, (b) the dissertation committee agrees to a published manuscript's inclusion as an integrated and substantial chapter of the dissertation and (c) the student receives continuous feedback and approval of that article from their dissertation supervisor and committee members during the publication process. That includes quality of the article, journal submission, response to reviews of the article, and guidance on acceptance. The student must obtain copyright permission from the publishing journal to include the article in his/her dissertation. U.S law requires doing so. When asking for permission to include the article in the dissertation, students should notify the journal editor that the dissertation will be made available on-line. Uploading the dissertation to the Texas Digital Libraries at UT is a requirement of graduation.

“Graduating students are required to publish their thesis, report, dissertation or treatise digitally by [uploading](#) a single PDF to the Texas Digital Library (TDL). [Technical support](#) is available. [Click here to begin your submission](#). The TDL provides students with an option to request the supplemental submission of their ETD to ProQuest. Students selecting this option must approve the ProQuest license agreement in the TDL, in addition to approving the TDL license agreement. Approved ETDs will be sent electronically to ProQuest once the degree is certified, or after approved embargoes have expired. There are no additional fees associated with ProQuest publication.”

Publication Guidelines

14. Journals to which articles are being submitted must be approved by the dissertation committee. Serving as an “editorial board” for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success.

15. A maximum of one article published or accepted for publication after the *proposal defense* may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee. This article must be connected to the theme or themes of the dissertation. If a published article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder and other authors.

16. If an article is rejected by a journal during the dissertation process, the student may submit to another journal approved by the dissertation committee. In the case of a revise and resubmit during the dissertation process, any changes to the article must be approved by the dissertation committee. Co-authorship will not be changed for a revise and resubmit.

17. If an article is rejected by a journal after the successful completion and defense of the dissertation, co-authorship decisions that were made during the dissertation process will no longer be in effect. Submission to a new journal will be at the sole discretion of the PhD graduate. Also after the successful dissertation defense, any new submission or re-submission, including changes in the authorship or article content, will be at the discretion of the PhD graduate.

18. If the journal reviewers suggest modifications to any of the three submitted manuscripts prior to the dissertation defense, a plan for addressing those suggestions should be shared with dissertation committee members and approved by all of them before the changes are enacted. Changes can be made to any of the three manuscripts if the dissertation committee members are aware of and agree to the changes being made and their rationale. Students may opt to defer changes requested by a journal to which they have submitted an article until their dissertation has been successfully defended.

Submission

19. As with any other dissertation, students must submit their manuscripts to their committee members at least 4 weeks prior to the defense for a preliminary review.

The Graduate School will defer to the judgment of the dissertation committee as long as there is cohesiveness of the three-article dissertation with sufficient explanation as needed regarding the student's contributions in the case of co-authorship on a given article.

Links

20. Deadlines and Submission Instructions: <https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions>

21. Format Guidelines: <https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement>

22. Fair Use Guidelines: <https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/copyright-tutorial/fair-use-guidelines>

Selection and Composition of the Dissertation Committee

Prior to the student's attaining candidacy, the Doctoral Committee, under delegated authority from the Graduate Studies Committee, approves the student's program of work. As part of the student's candidacy application, the Doctoral Committee reviews the proposed chair and members of the Dissertation Committee. Following endorsement of the proposed committee, the student is recommended for candidacy and that recommendation and the dissertation committee names are forwarded to the Graduate School for approval.

The rules of the Graduate School control the appointment of the Dissertation Committee. The dissertation committee is typically comprised of a chair (supervisor) plus three other members of the faculty, for a total of four members. A five-member committee may be requested by indicating that fact at the bottom of the Application for Doctoral Candidacy. In most cases, such a request is approved. Students are encouraged to work closely with their dissertation chair to identify other members of the committee.

Each committee should have at least one member whose teaching and research are principally outside the student's graduate program. Outside members may not include faculty members who are on the student's Graduate Studies Committee (GSC) plus another GSC. At least three members, including the

supervisor, must be members of the program's GSC. Any exceptions to this requirement must be approved by the Graduate School.

In general, members of the dissertation committee must be members of a Graduate Studies Committee. Exceptions are (1) scholars who hold non-faculty appointments at UT—Research Scientists, Research Engineers, or adjunct faculty—whose expertise would be valuable for the student's topic and (2) scholars from off campus.

A recommendation to appoint an off-campus scholar should be accompanied by the person's curriculum vita. Requests for appointment of non-GSC faculty scholars should also include a vita. Emeritus faculty members may serve on committees but should not be appointed as sole dissertation supervisors.

It is the policy of the Doctoral Committee that "within the criteria set forth by the Graduate School for the Chair of the Dissertation Committee, faculty without a Ph.D. should not be considered for a Dissertation Committee Chair unless they have a significant record of scholarly activity, including research, in the student's area of study."

Dissertation Committee Changes

Except for faculty members who are no longer employed by the University, no dissertation committee member including the supervisor may be replaced or withdrawn from a committee without his or her explicit consent. All committee changes must be submitted on the Request for a Change in Doctoral Committee and must be signed by both the Graduate Adviser and the dissertation supervisor. The form specifies that all members of both committees (the previous committee and the proposed committee) agree to the change, and that new members:

1. will have ample time to become familiar with the student's dissertation;
2. will accept the committee responsibility; and,
3. are aware that there will be no reimbursement for any expenses incurred.

The Request for a Change in Doctoral Committee must be submitted no less than thirty days before the final oral exam. This form is available online at <https://gradschool.utexas.edu/academics/forms>

After Admission to Candidacy

All doctoral students who have been advanced to candidacy are required by the Graduate School to maintain continuous registration in the regular academic year. Students must enroll for a minimum of 6 hours of dissertation as a candidate before defending their dissertation, and must be registered during the semester they defend their dissertation.

Students may not register for the dissertation course until they have been officially admitted to candidacy. The dissertation course numbers are 399, 699, or 999, followed by a W. The leading digit indicates the number of credit hours. So, 399 is a three credit hour dissertation course, 699 is a six hour dissertation course, and so forth.

Dissertation hours will all be credit/no credit. The Graduate School will not penalize a student who earns "no credit" for these hours. However, the Graduate School will only allow a student to be appointed as a TA, GRA, or AI if the student has no more than a total of two Xs (temporary incompletes), Is (permanent incompletes), No Credits, or Fs. Receiving a No Credit for dissertation hours will initiate an assessment of the student's progress by the PhD Committee in the Steve Hicks School of Social Work and may result in a recommendation to terminate the student from the PhD program.

Final Defense of Dissertation

A satisfactory final oral examination is required for the approval of a dissertation. A request to hold the final oral examination must be formally scheduled through the Office of Graduate Studies at least two

weeks in advance of the defense date. Dissertation defenses must be held at least two weeks prior to the Graduate School's final submission deadline for dissertations. One copy each of the dissertation abstract, title page, dissertation committee membership page, dissertation table of contents, the lists of figures and tables, the Statement on Research with Human Participants form with IRB materials, and a copy of your Copyright Tutorial grade report from Canvas showing 100% must accompany the signed Request for Final Oral Examination form. See

<https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions>

The form must be typed or word-processed and must have the signature of the Graduate Adviser.

Exceptions to the two-week rule will seldom be approved because every member of the committee must have an opportunity to read the dissertation and the Office of Graduate Studies requires sufficient time to publicly post the oral exam and to send official notification to committee members.

Instructions and the form for filing the Request for Final Oral Examination may be found in the graduation packet available from the Office of Graduate Studies, Main 101, or on the web at

<https://gradschool.utexas.edu/academics/forms>

Forms may be completed on the web, printed off for obtaining signatures, and submitted to the Office of Graduate Studies. Digital signatures are also accepted.

The Office of Graduate Studies publishes the time and place of the examination. Technically, the exam is open to all members of the University community and the public, unless otherwise restricted by the Graduate Studies Committee. In the Steve Hicks School of Social Work, the practice has been to allow the student defending the dissertation to decide if the meeting will be open to the public.

The Graduate School requires that a copy of the final draft of the dissertation, which has been reviewed for technical and grammatical correctness by the supervisor, be submitted to each member of the dissertation committee not less than four weeks before the date on which the student intends to defend the dissertation.

The committee's decision to examine the student on the dissertation must be unanimous. It is expected that all members of the committee attend the defense, either in person or via teleconference. The Graduate School does not distinguish between physical attendance or electronic/virtual attendance. If one non-supervisory committee member is unable to attend the defense, there must be an explanation of the member's absence, together with an assurance that your dissertation will be read, and if approved, signed. There is a pre-typed section on the 2nd page of the Request for Final Oral Examination form, which may be used, or an attached letter may be used. These explanations must be signed by the committee member in question, OR your committee supervisor, OR your graduate adviser.

The final oral examination will cover the dissertation, the general field of the dissertation, and such other parts of the program as the committee may determine. The decision of the dissertation committee must be unanimous. The final oral examination may result in one of the following decisions:

Pass. This decision means that both the defense and the document are acceptable. In some cases the committee may require revisions that will be checked by either the entire committee or by the supervising professor only. This should be agreed upon at the time of the defense, and clearly communicated to the student. While the supervisor should wait to sign the form until all revisions have been approved, the other committee members may choose to sign at the defense. The committee should agree upon the length of time allowed for submission of the revised dissertation; this must be communicated clearly to the student. The completed form is submitted to the Graduate School only after final revisions to the dissertation have been approved and the GSC designee has signed.

If the dissertation and/or defense are not acceptable to all members of the committee the decision will change to either "re-defend" or "fail" as discussed below:

Re-defend. This decision indicates that the committee is not satisfied with the dissertation or with the oral examination, but believes that rewriting may make it acceptable. In this case the fully signed form

should be returned to the Graduate School by the supervisor, with each member of the committee indicating their decision. Another scheduled defense will be required, and a new form will be generated.

Fail. This decision indicates that at least one member of the committee has decided that the dissertation is unsatisfactory and may not be rewritten. The fully signed form should be returned to the Graduate School by the supervisor, with each member of the committee indicating their decision. Committee members should also submit their individual REPORT ON DOCTORAL DISSERTATION forms indicating their dissatisfaction. This decision normally results in the termination of a doctoral student's program.

The final oral examination should be treated as a formal occasion in which there is an opportunity for discussion and defense of the work the student has offered. The student has reached the summit of his or her graduate career, and the final oral defense offers the chance for a stimulating exchange that leaves all the participants richer as a result of the experience.

When members of the University community not on the committee or the public are anticipated to attend, the candidate should reserve two rooms for the defense: a classroom or conference room sufficient for all participants in the presentation and discussion, and a separate conference room for the committee deliberations to determine the outcome of the defense. Unlike the presentation and discussion of the dissertation, the deliberations of the committee to evaluate the candidate's performance are not public. While the candidate does not participate in the deliberations, he or she may be asked to provide additional information during the deliberations pertinent to the committee's decision.

Food and drink should not be brought to the dissertation defense. If friends and supporters wish to prepare a celebration at the conclusion of the defense, it should be arranged separately from the defense. It is not appropriate for the candidate to give gifts to committee members at the defense. It is appropriate to provide all committee members with a final copy of the dissertation which includes all changes recommended by the committee. The candidate should check with individual committee members to determine whether each would prefer an electronic or printed copy.

Submitting the Dissertation

Graduating students are required to publish their dissertation digitally by [uploading](#) a single PDF to the Texas Digital Library (TDL). [Technical support](#) is available. The electronic copy of the dissertation should be submitted in PDF format. For more information regarding electronic submission, visit the Graduate Studies website at:

<https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions>

Students should seriously consider embargoing their dissertation for a minimum of three years to protect their copyright. This enables graduates to submit articles gleaned from their dissertation prior to the reproduction of the dissertation. Graduate students may request a temporary delay in making their doctoral dissertations available to the public in order to protect patent or other rights for a period of time not to exceed seven years. The determination of length of time to delay publication should be made by the student in consultation with their supervising committee. A Request to Delay Publication can be found at <https://gradschool.utexas.edu/academics/forms>. The request must be signed by the student's supervisor and submitted when the final graduate paperwork is submitted. The length of the embargo can be from one to a maximum of seven years. An author may petition to extend an embargo beyond the initial requested length, up to a cumulative maximum of seven years. The graduate dean makes the final decision regarding delayed publication.

A Dissertation Format Booklet, specifying requirements of the final version of the dissertation, can be found at: <https://gradschool.utexas.edu/academics/forms>

Graduation

Students must be registered in the Graduate School in the semester or summer session in which they plan to graduate. Candidates must file an online Doctoral Graduation Application Form with the Student Services Office on or before the deadline to apply to receive a graduate degree. This deadline is published in the academic calendar for each semester. If a candidate's graduation is postponed for any reason, this form must be re-filed. It is important to file for graduation in a timely fashion so that the Student Services Office can certify candidates with the Graduate School before the required deadline. Failure to properly file may cause a delay or postponement of a candidate's graduation date.

Commencement Exercises

The University holds its commencement exercises at the end of the spring semester. Those who graduate in the preceding summer session or fall semester are eligible to attend along with those who graduate in the current spring semester. In order to participate in the university commencement, students must have completed all degree requirements prior to the spring semester deadline. Information about doctoral program graduation application deadlines is available on-line at:

<https://gradschool.utexas.edu/academics/graduation>

In addition, the Steve Hicks School of Social Work holds its commencement ceremony at the end of both the fall and spring semesters. Students must have completed all degree requirements by the semester deadline prior to the commencement ceremony in which they walk across the stage and are hooded. If the student completes their degree requirements in the summer or fall semester, they can participate in either the fall or following spring commencement.

Timetable for Program Completion

The following timetable shows expected progress through the full-time program.

	Target	Limit
Course work completed	2 years + 1 semester	none
Comprehensive exam passed	2 years	none
Dissertation proposal approved	3 years	none
Application to candidacy approved	3 years	6 years
Dissertation defended	4 years	3 years after candidacy

No official time limit has been imposed on acquiring the doctoral degree. Nevertheless, all completed work included in the degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of military service). If a student does not complete the degree within three years from the date of admission to candidacy, the Graduate Studies Committee will review the program at the end of the third year and annually thereafter. The GSC reports its recommendations to the Graduate Dean. The committee may recommend:

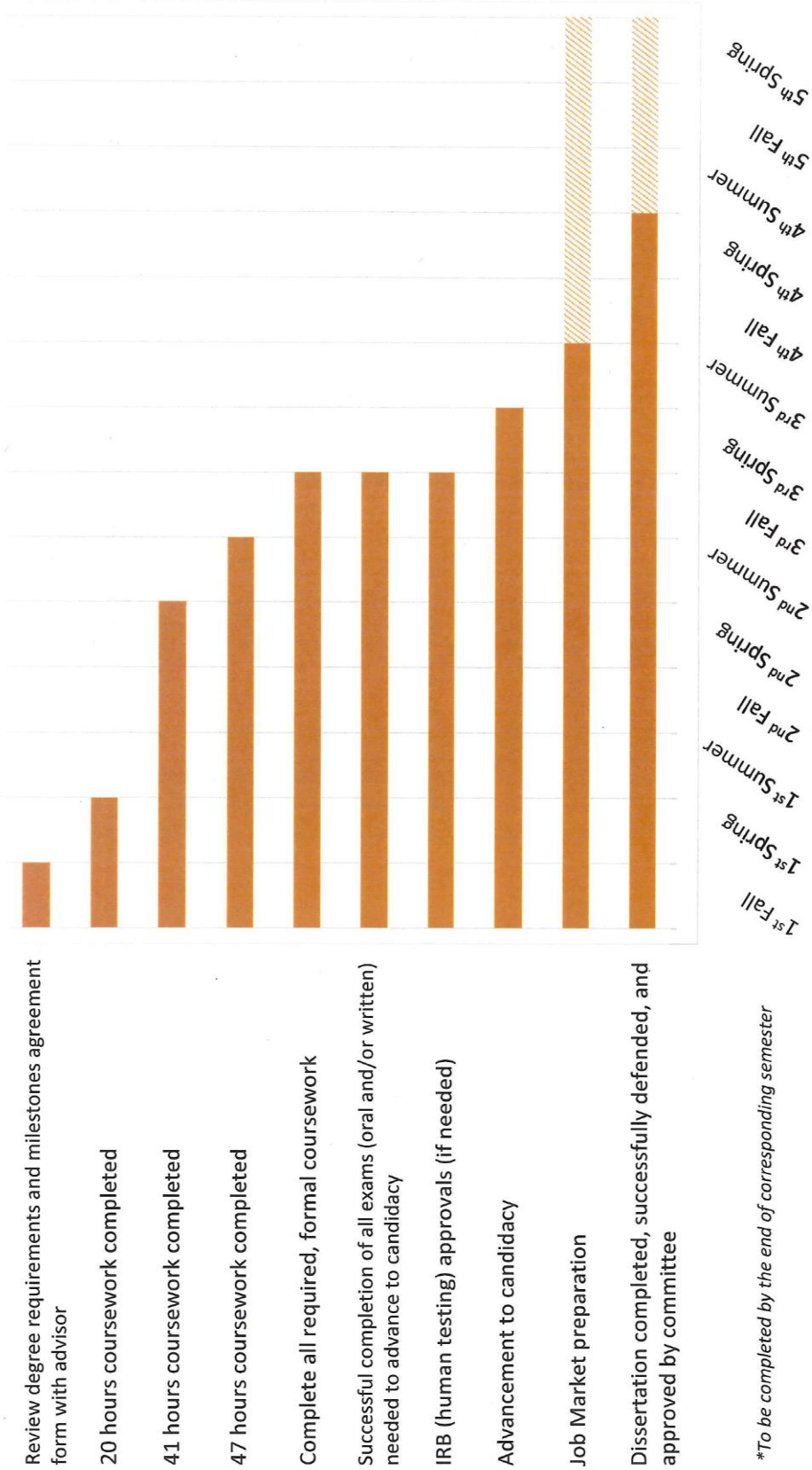
- (1) additional courses,
- (2) other additional requirements,
- (3) extending candidacy for one or two semesters, or
- (4) termination of candidacy.

For more information please refer to the Graduate Catalog.

Milestones

Graduate students entering a doctoral program beginning fall 2013 are required to review the milestones, timelines and degree requirements for their program. If you have not yet reviewed and acknowledged this, visit the web page at <https://gradschool.utexas.edu/academics/milestones> for step-by-step instructions for doing so. Once you complete this step you will be able to log in at any time to check your progress in completing your degree requirements.

Social Work PhD Milestones



- Student completes and files all paperwork required for graduation – By Graduate School deadline for semester student plans to graduate
- Dissertation accepted by Graduate School – Within one month of successful dissertation defense
- Exit interview completed and submitted to Survey of Earned Doctorates – By Graduate School Deadline

Social Work PhD Milestones for Military Students

Review degree requirements and milestones agreement form with advisor

23 hours coursework completed

44 hours coursework completed

47 hours coursework completed

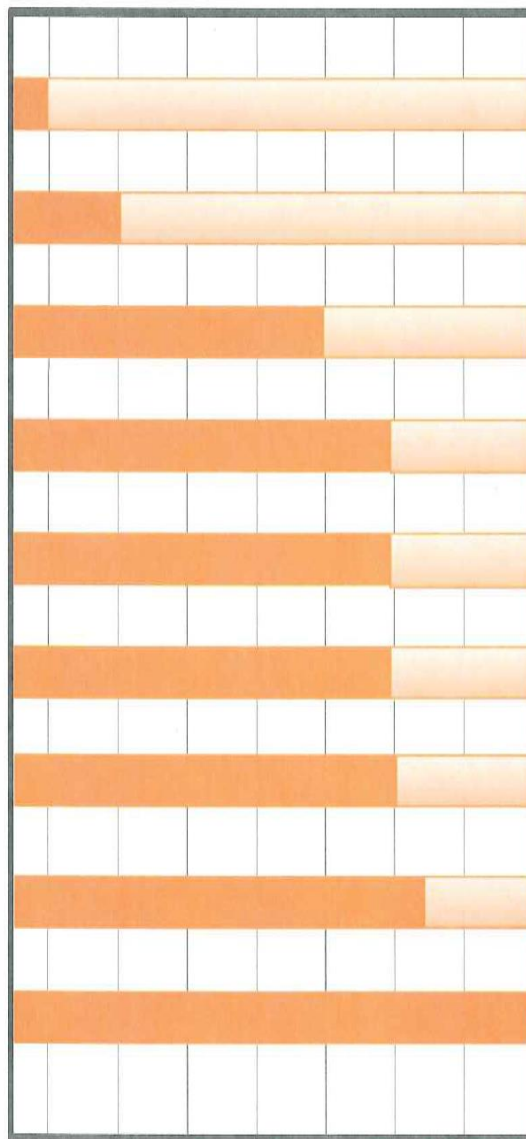
Complete all required, formal coursework

Successful completion of all exams (oral and/or written) needed to advance to candidacy

IRB (human testing) approvals (if needed)

Advancement to candidacy (to be completed by mid-October of 3rd Fall)

Dissertation completed, successfully defended, and approved by committee



To be completed by the end of the corresponding semester

1st Fall
1st Spring
1st Summer
2nd Fall
2nd Spring
2nd Summer
3rd Fall
3rd Spring

- Student completes and files all paperwork required for graduation – By Graduate School deadline for semester student plans to graduate
- Dissertation accepted by Graduate School – Within one month of successful dissertation defense
- Exit interview completed and submitted to Survey of Earned Doctorates – By Graduate School Deadline

The 99-hour rule

In addition to time limits, there are penalties for accumulating more than 99 doctoral hours. The Texas Legislature funds the University through “formula funding,” an amount of money provided to the University for each credit hour taught. Starting in Fall 1999, the Legislature no longer provides formula funding for students with more than 99 doctoral hours. Therefore, the University charges non-resident tuition to all students, resident and non-resident, who have accumulated more than 99 doctoral hours.

To obtain more information about the 99-hour rule, please go to the following web page:

<https://gradschool.utexas.edu/academics/policies/99-hour-rule>

Annual Review of Student Progress

Annual review of doctoral students prior to the completion of their course work is accomplished by using the Program of Work form. Students are encouraged to review their program of work at the beginning of each semester and submit any revisions to the PhD Associate Dean. In addition, the Graduate School requires graduate programs to (1) review the progress of **all** doctoral and master’s students on an annual basis and, (2) communicate the results of these reviews individually in writing to the students. The form used for this communication can be found at

<https://socialwork.utexas.edu/current/forms/> When there is concern about the progress of a student in the doctoral program, the student will be asked to meet with the PhD Associate Dean. If the student has been advanced to candidacy, the chair of their dissertation will also be asked to attend this meeting. The purpose of the meeting is to determine whether the student is making adequate progress toward their degree and to review the student’s plan for completing the program.

Human Subjects Review

Anytime a student is conducting research involving human subjects, the project must receive human subjects review and approval from the Institutional Review Board (IRB) before the project can begin. This is true for all research involving human subjects, including dissertation research, research practicum, and class projects. If the student is working as a GRA for a faculty member, it is the faculty member’s responsibility to secure IRB approval for the project. For class projects students must have a faculty supervisor who signs the IRB materials before submission. Questions regarding human subjects requirements should be directed to Carol Lewis, Director (471-9219) or Catherine Cubbin, Associate Dean, (471-0561) of the Office of the Associate Dean for Research (ADR).

Students are also required to complete the National Institute of Health (NIH) Protection of Human Subjects Computer Based Training for Researchers. This training is available online at:

<https://research.utexas.edu/ors/human-subjects/training/>

Students normally complete this training during orientation when they enter the program. However, the training can be completed at any time that is convenient for the students. Students cannot be appointed to work as a Graduate Research Assistant until they have completed the NIH computer based training on human subjects.

Job Market Preparation

Preparing to enter the job market is vital to the successful placement of students as the time for graduation approaches. To this end, the Director of the DiNitto Center for Career Services and the Graduate Program Coordinator for Doctoral Education provide and/or coordinate the following workshops and experiences:

1. Job Market Workshop (held in early May immediately preceding the fall semester in which student will be on the job market)
 - a. Preparation of Research Statement
 - b. Preparation of Teaching Philosophy

- c. Preparation of Diversity and Inclusion Statement
- d. Preparation of Curricula Vitae (CV)
- e. Development of Cover Letter Template
2. Mock Interview (held in late August)
3. Practice Skype or Zoom Interview (held in late August)
4. Practice Job Talk (held prior to first campus visit)
5. Consultation with the Dean and/or faculty supervisor regarding negotiation strategies once serious offer is being considered

Prior to participating in the Job Market preparation process, the supervisor of the student's dissertation must agree that the student is ready to go on the job market that fall.

Students will be "marketed" by faculty and included on the Steve Hicks School of Social Work website as being on the job market only after they have completed the job market preparation activities beginning with the Job Market Workshop through the practice Skype/Zoom interview.

Teaching Opportunities

All doctoral students are expected to gain teaching experience while completing their program of work. Students appointed as TAs, GRAs, or AIs are required to maintain a minimum course load of 9 hours in each long semester and a minimum GPA of 3.0.

Teaching Assistant (TA)

The number of teaching assistant positions available through the Steve Hicks School of Social Work varies from year to year. TA positions have work requirements of 10 to 20 hours per week. As a TA, doctoral students assist a faculty member in the preparation and teaching of one or more classes. TAs are placed by members of the Student Financial Assistance Committee though they may be requested by individual faculty members. TAs work under the direct supervision of the faculty member to whom they are appointed. TAs may or may not have direct student contact.

Assistant Instructors (AI)

Assistant instructors are responsible for organizing and teaching a course under the supervision of a faculty member. The University of Texas prohibits (except in rare instances) graduate students from teaching graduate courses. Selected upper-division undergraduate courses may be taught by PhD students by individual approval. There are a limited number of courses available for AIs to teach. Prerequisites for being appointed as an AI include:

- Good academic standing in the Steve Hicks School of Social Work Ph.D. Program.
- Successful completion of the course SW398T: Pedagogy in Social Work.
- At least one semester of previous experience as a TA.

The last two criteria may be waived by the Graduate Advisor if the student can provide documentation of at least one year of teaching in a CSWE accredited social work program and a statement demonstrating that the student is knowledgeable about CSWE curriculum policy and teaching effectiveness in social work.

Applications for AI positions are requested for each fall and spring semester. After the student is certified to be eligible for an AI appointment, all AI applications are reviewed by the Senior Associate Dean for Academic Affairs and rank ordered based on qualifications of the applicant and instructional needs of the school. This prioritized list is submitted to the Dean who makes the final decision regarding AI appointments. Decisions regarding AI appointments are based on the needs of the school, not the needs of doctoral students.

Research Mentorship and Learning in the PhD Program

The PhD program in social work at The University of Texas at Austin emphasizes learning opportunities not only in the classroom but also through applied experiences. Students learn research skills in research institutes, community engage research, and other research projects that are important to social work practice or pedagogy. Each student is matched to faculty at admission and will immediately assume roles in their first semester of doctoral studies working on faculty research for the purpose of increasing the experiential learning of what is being taught in the required courses. Students are selected into faculty research based on their application materials and their congruent interests and the availability of faculty.

The match of students with faculty mentors will be assessed throughout the admissions process by the Associate Dean for Doctoral Education, faculty and students and may be re-visited after matriculation in the program at the request of faculty or students. Faculty reviewers suggest potential mentors for each student applicant that they review during the admissions process. Students are also asked for their nominations of potential faculty mentors as a part of the application and admissions process. Combined information from both faculty and students will be assessed in making the final decision toward a faculty mentor and student relationship. Once that decision is made, beginning in the first semester of the doctoral program, every student will be placed with a faculty mentor where they will be involved in faculty research projects for 10 hours a week in order to gain experience in research. Some students may be assigned to TA or GRA positions and their hours will be increased to 20 hours to meet the requirements of these positions.

The research experience involves the practice of research skills that are emphasized in the required courses and will be individualized to each student and faculty project. The supervised research learning objectives will be specifically negotiated between the student and their faculty mentor and reported to the doctoral office using the *PhD Students Core Competencies and Expectations* form.

Students are actively involved in research throughout the PhD program in social work. During the first two years, students will often learn from faculty-developed projects from their mentor and other supporting faculty members while at the same time beginning to develop their own research expertise. As skills in research methods and data analysis grow, each student begins to develop a publishable article in the second semester of their first year. In their first and second years, students are encouraged to begin to present at national conferences, both in social work and specialized areas, to learn presentation skills and to increase scholarly networks. Collaborations on publications and presentations are encouraged and believed to increase learning and productivity. Students often publish and make presentations with faculty mentors and other PhD students or other inter-professional colleagues [both faculty and students] across the University.

In the third and fourth years, the student's research should be more independent, but still linked to faculty research as the student continues to gain more experiences in conducting research. It is expected that many students will choose to continue to serve in research positions with their faculty mentors. In the fourth year, students will be conducting their dissertation research and most students will be finishing and moving toward post-doctoral or academic positions. Some students, however, may delay their dissertation research to the fifth year in order to gain more experience working as a GRA on faculty research projects. To ensure breadth of research training, the dissertation research must be an original study for which the student is primarily responsible for research questions, data analysis, and write-up of results. The student will conduct their dissertation research under the supervision of their supervisor (chair), and three other committee members that will make up their dissertation committee. Ideally, the dissertation chair will be the same person as the student's faculty mentor.

Certification of English Proficiency

To be appointed as either a TA or AI, international students must obtain a Certificate of English Proficiency from the university. The Dean of Graduate Studies coordinates the English Certification Program for International Teaching Assistants and Assistant Instructors. Information about this program can be obtained from the Graduate School.

Teaching opportunities outside of UT Austin

Some students have found opportunities to teach at one of the other colleges or universities in the Austin area. Such opportunities are identified by individual students and all arrangements are made entirely by the student. Neither The University of Texas at Austin nor the Steve Hicks School of Social Work participates in the placement of doctoral students with outside colleges and universities. Students who are appointed by other schools within the UT System remain subject to the policy stating that assignments in any title, academic as well as non-academic positions may not exceed twenty hours per week during the first two long sessions of graduate study at the university, and thirty hours per week during the subsequent semesters, including summer.

Continuance in the Doctoral Program

Meeting criteria for scholastic performance is necessary but not sufficient to ensure continuance in the Doctoral Program. Both professional behavior and scholastic performance comprise academic standards. In addition to passing the comprehensive examination and meeting all the above conditions regarding scholastic performance, continuance in the Doctoral Program will require adherence to all scholastic and professional behavior criteria stipulated in the document, “Criteria for Evaluating Academic Performance, Policies & Procedures for Review of Academic Performance, and Academic Grievances.”

This document includes criteria dealing with the student’s communication and interpersonal skills; emotional and mental health; and compliance with standards of professional commitment, professional behavior, and ethical obligations. It also identifies the grounds and processes for dismissal from the Steve Hicks School of Social Work. In addition to failing to meet scholastic performance criteria, students may be reviewed and/or dismissed from the program for scholastic dishonesty; behavior judged to be in violation of the current NASW Code of Ethics; any threat or attempt to harm oneself or someone else; and consistent patterns of unprofessional behavior. A copy of this document can be found in Appendix A of this handbook. Students are encouraged to read the document for additional criteria and details.

Withdrawal from the University

Dropping an entire course load constitutes withdrawal from The University. In order to withdraw from The University a student must fill out the appropriate forms in the Graduate Studies Office in the Main Building, (The Tower) Room 101. This is true even if the student is taking only one class and wishes to “drop” it. Although it is not mandatory to inform the Steve Hicks School of Social Work Graduate Adviser or Professor, it is preferable that the student inform all concerned persons.

Academic Integrity and University Disciplinary Procedure

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student, or the attempt to commit such an act. For the official policies on academic integrity and **scholastic dishonesty**, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

<https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

Academic Policies and Procedures

The Graduate Catalog

The answers to many procedural questions regarding the doctoral program are found in The Graduate Catalog, published on-line every two years. The Graduate Catalog is available at:

<http://catalog.utexas.edu/graduate/>

It is recommended that students become familiar with the Graduate Catalog, particularly those sections that are relevant to doctoral students.

The following is an overview of some Graduate School Academic Policies and Procedures that are relevant to doctoral students. They are provided here as a reference for students in the doctoral program. However, the *Graduate Catalog* should be consulted for all questions regarding Graduate School Academic Policies and Procedures.

Continuous Registration

All graduate students must maintain continuous registration in order to maintain their status as a student at The University of Texas. Students are expected to enroll and pay tuition and fees by the designated deadlines of the fall and spring semesters in each academic year until graduation. If the student has been admitted to candidacy for a doctoral degree, they must register for the dissertation course (-99W).

The only alternative to continuous registration is a leave of absence. Graduate students may apply for a leave of absence of no more than two semesters. Students not yet admitted to candidacy must receive approval from the Graduate Adviser for this request in advance. If the student has been admitted to candidacy, the application for a leave must be petitioned in advance by the Graduate Adviser to the Graduate Dean and will be approved only in rare and unusual circumstances. A student on an approved leave may reenter the graduate program by filing an Application for Readmission. No readmission application fee is required.

A student on leave may not make use of any University facilities nor is the student entitled to receive advice from a member of the faculty. A leave of absence does not alter the time limits for degrees or course work.

If the student fails to register and has not been granted a leave of absence by the twelfth class day, the student must apply to be readmitted to the graduate program and pay a readmission application fee of \$65. The application for readmission is reviewed by the Graduate Studies Committee, which may choose to readmit or deny readmission. Returning students should schedule an appointment with the Associate Dean for Doctoral Education when initiating the readmission process.

Deadlines for readmission petitions are March 1 for the summer and fall semesters, and October 1 for the spring semester.

Academic Warning Status and Dismissal

Registration in the Graduate School beyond the first semester (or summer session) depends upon:

- (1) satisfactory progress in absolving any admission conditions that were imposed;
- (2) maintenance of a grade-point average of at least 3.00; and
- (3) approval of the student's continuance by the Graduate Studies Committee.

The Graduate Studies Committee is responsible for evaluating the students in their programs to ensure they are making satisfactory progress toward a degree. If the Graduate Studies Committee finds a student is not making satisfactory progress, it may recommend to the Graduate Dean that the student's program be terminated.

A student whose overall grade-point average falls below 3.0 is placed in warning status by the Graduate School. While in warning status, the student may not drop any course or withdraw from The University without the approval of the Graduate Adviser and the Graduate Dean. In the next semester or summer term in which the student enrolls, the grade-point average must be raised to 3.0 or the student is barred from further study.

Students conditionally admitted by the Graduate School and the Steve Hicks School of Social Work will be notified of these conditions at the time of admission. If the conditions placed on admission have not been fulfilled within the time specified, the student may be barred from subsequent registration in the Graduate School. Students may appeal in writing to the Graduate Adviser. In consultation with the Associate Dean for Doctoral Education and the Doctoral Committee, the Graduate Adviser recommends whether or not a student will be allowed to continue.

Students should notify the Associate Dean for Doctoral Education upon satisfaction of conditions on admission so that the Office of Graduate Studies can be informed to lift conditions from the student's university record.

A graduate student's program may be terminated on the basis of the student's academic performance, failure to make satisfactory progress toward the degree, failure to maintain continuous registration, or occasionally for disciplinary reasons.

Faculty may identify, in writing, those students who demonstrate behaviors that raise serious questions about their continuing toward the professional degree in Social Work. Such students' names will be submitted to the Graduate Adviser who will coordinate a review, including appropriate faculty members in such a process.

Adding and Dropping Courses

Specific deadlines for adding and dropping courses during each semester are given in the academic calendar, which can be found in the Course Schedule. Adds and drops are handled via Registrar Services Online <http://registrar.utexas.edu/services>, the online registration system through the Student Services Office and the Graduate Dean's Office, depending on the time and nature of the transaction. All academic transactions are governed by policies set forth in the Graduate Catalog.

Adding Courses

Online: During class days 1-4 for long sessions or 1-2 for summer sessions, students may add courses online. If the course is full or restricted, the student must have department approval to add the course.

By Department: During class days 5-12 for long sessions or 3-4 for summer sessions, courses may be added by the department in which the course is offered. Students must have the approval of their graduate adviser. After the 12th class day for a long session or the fourth class day for a summer session, students may not add a course, except for rare and extenuating circumstances as approved by the graduate dean. Requests to add a course under these circumstances require a letter of petition from the graduate adviser to the graduate dean and a completed Add/Drop form with all required signatures.

Dropping Courses

With the required approvals, a student in good standing may drop a course through the last class day of a semester. A graduate student who is in a **warning status** because of failure to maintain a 3.0 grade-point average may not alter his or her registration without the approval of the graduate adviser. After the 12th class day (or the fourth class day in a summer session), the student must also have the approval of the Dean of Graduate Studies.

International students, in addition to obtaining the required approvals, must be advised by the **International Office** before dropping a course if their remaining course load will be fewer than nine hours in a long term or three hours, if registered, during the summer session.

Students employed as assistant instructors, teaching assistants, academic assistants, assistants and graduate research assistants may not reduce their course load to a less than **full-time status**.

Delete Drop

A student may drop a course online through the fourth class day of a long session (or the second class day of a summer session) and receive a full refund. A student may drop a course the fifth through the 12th class days of a long session (or the third and fourth class days of a summer session) through the department offering the course and receive a full refund. Delete drops requested after the 12th class day of the fall and spring term or the fourth class day of a summer term must be accompanied by a petition letter from the graduate adviser to the graduate dean. Courses dropped during this period do not appear on the student's transcript. The exact amount of the refund may be obtained from <https://financials.utexas.edu/student-accounts-receivable>.

Q Drop

From the 13th through the 20th class day of a long session (or the fifth through the 10th day of a summer term), a student may drop a course with the approval of the graduate adviser and the graduate dean, but without a refund. An Add/Drop form signed by the graduate adviser must be submitted to the graduate dean for approval. Courses dropped during this period will appear on the student's transcript as a Q. They are not included in the student's GPA.

Q/F Drop

After the 20th class day of the fall and spring semesters (or the 10th day of a summer term) through the last class day, the student may drop a course with the approval of the instructor, the graduate adviser and the graduate dean. An Add/Drop form signed by the instructor and the graduate adviser must be submitted to the graduate dean for approval. The instructor will determine whether a Q or a grade of F will be recorded. Courses assigned Q appear on the transcript, but are not included in the student's GPA.

Course Load

Maximum Load

The maximum course load for graduate students is fifteen semester hours in a long-session semester and nine semester hours in a summer session. The Graduate Adviser must recommend and the Dean of Graduate Studies must approve all requests for heavier course loads.

Minimum Load

There is no minimum course load requirement for graduate students at The University of Texas. The continuous registration requirement may be satisfied with fewer than six semester hours during the long session. While there is no minimum course load requirement for graduate students, six semester hours during the long session semester is the minimum course load required to maintain one's status as part-time. If a student wants to register for fewer than 6 semester hours, they should make certain that the number of hours they plan to take meets the requirements of their financial aid.

The Graduate School recognizes nine semester hours during a long session semester and three hours during a summer session as a minimum full-time course load. Full-time students in the Steve Hicks School of Social Work are expected to enroll for the prescribed nine semester hours during each long session semester.

Under various circumstances, doctoral students must be registered for and must remain registered for a full-time load, defined as follows:

Holders of Graduate School administered fellowships and scholarships. Nine hours each semester and three hours in the summer session (in any combination of summer session terms).

Assistant Instructors, teaching assistants, graduate assistants, and graduate research assistants. Nine hours each long semester and three hours if working during the summer.

Students living in University housing or receiving certain student loans. Nine hours each semester and three hours each summer session term.

International students. Nine hours each long semester. An international student must consult with the International Office and must have written permission from the Dean of their program to take fewer than nine hours.

University Employment (including Title IX Requirements)

Assignments in any title at UT Austin, academic as well as non-academic positions, may not exceed twenty hours per week during the first two long sessions of graduate study at the university, and thirty hours per week during the subsequent semesters, including summer (for exceptions, see <https://www.utexas.edu/hr/student/>). International students have additional requirements listed below.

In addition, the nominee must not have more than

- A total of two of the following: Xs (temporary incompletes), Is (permanent incompletes), No Credits, or Fs. If you have a total of any three of the above, you will not be eligible for employment as a TA, GRA, or AI in the Steve Hicks School of Social Work.

International students must:

- have English language certification,
- have attended the International TA/AI Orientation if appointed as a TA or AI with student contact, and
- not exceed 20 hours of employment in long semesters. Any exceptions to this rule are made by the International Office.

Doctoral students in the Steve Hicks School of Social Work may be employed as a Teaching Assistant, Graduate Research Assistant, or Assistant Instructor for a maximum of 14 long semesters while in the doctoral program.

Notification of Title IX Requirements

<https://titleix.utexas.edu/sb212>

The University of Texas at Austin strives to ensure that all employees are informed and aware of their responsibilities as required by state regulations. During the 2019 Texas legislative session, Senate Bill 212 <https://capitol.texas.gov/tlodocs/86R/billtext/html/SB00212I.htm> passed into state law. This new law requires **all employees** of Texas universities to report sexual harassment, sexual assault, dating violence and stalking to a Title IX Coordinator. An employee who fails to report an incident may be subject to criminal offense (misdemeanor) and the university is required to terminate their employment.

The reporting obligations and penalties took effect **January 1, 2020**.

Key Points

- Starting January 1, 2020, **all employees** who have information about sexual harassment, sexual assault, dating violence and/or stalking that involve a current student or employee must promptly report the incident to the University's Title IX Coordinator or a Deputy Title IX Coordinator. Reports can be made by phone: (512) 471-0419 <https://capitol.texas.gov/tlodocs/86R/billtext/html/SB00212I.htm> , or online: https://utexas-advocate.symlicity.com/titleix_report/index.php/pid419530?
- Reports to the Title IX Coordinator must include **all relevant information** that is known about the incident.
- Student employees are encouraged, but not required, to report under SB212. However, if a student employee is designated as a responsible employee, they are required to report under Title IX and their responsible employee duties.
- Retaliation against persons who make a good faith report is prohibited.
- An employee who does not report an incident or who makes a false report can be charged with a criminal offense (Class B or Class A Misdemeanor). If an employee fails to make a required report or makes a false report, the law requires that the employee be terminated.
- Employees who have been designated by the university as confidential or private employees are only required to report the type of incident. Confidential employees are employees a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential and private employees is available on the Title IX website: https://utexas-advocate.symlicity.com/titleix_report/index.php/pid419530?
- The Title IX Coordinator must submit a written report containing all of the reports received by the institution to the President at least quarterly.

Grading Policy

Grades in courses are intended to indicate the level of overall performance of the student in the course, both in terms of performance and responsibility in performance. Quality of performance is evaluated with respect to course objectives. While these objectives are collectively determined, it is the singular responsibility of the instructor to evaluate student performance in respect to these standards and thus to determine the grade.

Graduate School Grading Policies (From *The Graduate Catalog*)

Letter Grades

In the Graduate School, credit is given for the grades A, A-, B+, B, B-, C+, and C. If a student earns below a B-, the course will need to be retaken if the course is required for the student's program of work. In addition, an overall grade point average of at least 3.0 is required for the degree.

Within the overall grade point average, the student must earn a grade point average of at least 3.0 in all upper-division and graduate courses in the major and in the supporting work. High grades in courses outside the major and the supporting work will not serve to bring up these averages. On the other hand, high grades in the major and the supporting work may raise the overall average, provided they are in upper-division or graduate courses.

Grades from other institutions are not included in the grade point average. Only upper-division and graduate-level courses taken in graduate status for a letter grade at The University of Texas at Austin or reserved for graduate credit are counted in the average; thesis, report, and dissertation courses are not counted.

Incompletes

The symbol X may be reported in cases where the student has not completed all the assignments in a course before its conclusion. The course work must be completed and the instructor must convert the symbol X into a grade by the end of the next long semester, or the incomplete becomes permanent. A permanent incomplete means that the course may not be used to fulfill degree requirements.

Exceptions to this policy are rare and will be approved only in unusual circumstances. Any petition for an extension should be submitted to the Graduate Dean using the Online Grade Change system before the end of the following long-term semester.

Students appointed as TAs, AIs, GRAs, AAs, and Graduate Assistants may acquire no more than a total of two Xs (temporary incompletes), Is (permanent incompletes), No Credits, or Fs.

Prohibition of ex post facto credit

The Graduate School does not grant ex post facto credit. With the appropriate approval, an upper-division student, a non-degree undergraduate, or a transient summer student may take any graduate course for which he or she has fulfilled the prerequisite. However, credit will not be granted toward a graduate degree; nor may a student who is later admitted to the Graduate School petition for ex post facto credit.

Student Resources: The Steve Hicks School of Social Work

Helpful University Phone Numbers

Steve Hicks School of Social Work, Academic Program and Student Services	471-5457
Ph.D. Graduate Program Coordinator	471-3925
Doctoral Student Offices	475-8676
DiNitto Center for Career Services	232-7362
University Operator	471-3434
Graduate and International Admissions Center	475-7391
Community Engagement Center	232-8586
Career Services	471-7900
Cashiers (Bursar)	475-7777
Counseling & Mental Health Center	471-3515
Services for Students with Disabilities	471-6259
Financial Aid	475-6349
General Libraries Information	495-4250
Graduate Studies (Graduate School Dean)	471-4511
International Office	471-1211
Legal Services for Students	471-7796
Ombuds (Student)	471-3825
Parking & Traffic	471-7275
Police (UTPD)	471-4441
Recreational Sports Information	471-3116
Registrar	475-7575
Student Accounting (Tuition & Fee Billing)	475-7777
Texas Union Information Desk	475-6636
University Health Services	471-4955

Who's Who in the Steve Hicks School of Social Work

YOU SHOULD SEE:	FOR QUESTIONS ABOUT:
<p>Allan Cole Senior Associate Dean and Graduate Advisor <i>Administrative Office</i> 471-0512 ahcole@austin.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Leave of absence ▪ Official signatures ▪ Liaison with Graduate School
<p>Cynthia Franklin Associate Dean for Doctoral Education Student Services Office 471-0533 cfranklin@mail.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Advising ▪ Exceptions or modifications to program of work ▪ Program concerns or suggestions
<p>Julie Cunniff Assistant to the Dean <i>Administrative Office</i> 471-0562 jcunniff@mail.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Appointments with the Dean
<p>Sherry Melecki Graduate Program Coordinator (Ph.D. level) <i>Student Services Office</i> 471-3925 smelecki@mail.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Conference course registration ▪ Forms ▪ Registration and add/drop assistance ▪ New Student Orientation ▪ Fellowships
<p>Lizet Villagrana Chief Business Officer <i>Administrative Office</i> 471-1936 lizetv@austin.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Teaching/Research Assistant appointments ▪ Scholarship/Fellowship awards ▪ Accounting and budget matters
<p>Jennifer Luna Director <i>Career Services and Alumni Relations</i> 475-8131 jlunajackson@mail.utexas.edu</p>	<ul style="list-style-type: none"> ▪ Employment and volunteer postings ▪ Career development workshops ▪ Resume/vita writing ▪ Alumni network/relations

For questions relating to specific courses, you should first consult individually with your instructor. For information on other University services, consult the section, "University Student Services," found in this *Handbook*.

Financial Aid

The primary sources of financial support for graduate students are graduate fellowships administered by the University, graduate teaching and research assistantships administered by departments, and federal financial aid administered by the Office of Financial Aid.

The University's Office of Financial Aid (OFA) is the primary source for financial aid information. OFA is located on the third floor of the Student Services Building at 100 West Dean Keeton Street. As a graduate student, you may be eligible for direct student loans; state public education grants; and University grants such as tuition and building-use waivers. In order to find out if you are eligible, you must complete a Free Application for Student Financial Aid (FAFSA). Information is available at <https://studentaid.ed.gov/sa/fafsa>. It is important to be aware of filing deadlines and to complete the applications carefully. The recommended mailing deadline for financial aid applications is March 1 for the following academic year. Contact the OFA at (512) 475-6282 for information regarding a financial aid application. You may also access the OFA on-line at: <http://finaid.utexas.edu/contact/contact-fa.html>. Limited financial aid opportunities may also be available from the Graduate School and the Steve Hicks School of Social Work. These include:

Graduate School Recruitment Fellowships (Awarded by the Graduate School)

Each year the Graduate School awards a limited number of Graduate School Recruitment Fellowships to new students admitted for the Fall semester. This fellowship is competitive University-wide and is reserved for students with the most outstanding credentials. Applicants do not apply directly for fellowships. The Graduate Adviser makes the nomination, usually by February 1 of each year. Fellowships carry certain restrictions and qualifications regarding course load, work limitations, GPA, etc.

Continuing University Fellowships (Awarded by the Graduate School)

Graduate students who have completed at least one long semester are nominated by the Steve Hicks School of Social Work based on their GRE scores, graduate GPA, major accomplishments since entering Graduate School, a well-defined program of research, and a strong personal statement. This fellowship is competitive University-wide with preference given to Ph.D. students. To qualify awardees must be enrolled for at least 9 graduate hours each semester. These fellowships carry certain restrictions and qualifications regarding course load, work limitations, GPA, etc.

Endowed Presidential Scholarships

The Steve Hicks School of Social Work has a limited number of Endowed Presidential Scholarships. Many of these scholarships are designated for students studying in specific areas of social work practice. They are awarded to students who demonstrate outstanding academic performance. Students are nominated for these scholarships by faculty.

Fellowships and scholarships are sources of aid that can affect the amount of financial aid you receive from the Office of Financial Aid. If there is any impact on your aid package, loans are reduced first, lowering your education loan debt.

Teaching Assistant and Graduate Research Assistant Positions

These are generally 20 hour/week jobs where students earn approximately \$1600 per month as a TA. Wages for GRA positions vary depending upon the grant the faculty member has secured. Students must be taking at least 9 graduate semester hours in the semester that they work; have no more than a total of two Xs (temporary incompletes), Is (permanent incompletes), No Credits or Fs; and have a GPA of 3.0. TA/GRA appointments are for one semester at a time. Individual faculty preferences are considered in the selection of students for TA/GRA positions.

TA and GRA assignments are the primary source of support for our doctoral students. GRA assignments are decided by individual faculty. The following priorities for awarding TA assignments to PhD students will be followed should we face constraints in the future:

1. students who are in the first two years of the program will have priority for positions
2. students who have completed their course work, who have not taught previously, and who can demonstrate preparation for teaching will have priority for AI assignments
3. students who are on schedule to complete their degree in four years will have priority over students who have been in the program for more than four years.

Assigning Students to Faculty

The Student Financial Assistance Committee will ask faculty and doctoral students to share their needs and requests.

1. The Student Financial Assistance Committee's first priority will be to match students and faculty based on these requests. (Faculty must be teaching at least one class to be eligible for a TA.)
2. The Student Financial Assistance Committee may recommend students to faculty who request TA assistance without specifying a particular student.
3. If the Student Financial Assistance Committee is unable to recommend a specific student, faculty will be sent a list of the doctoral students eligible for a TA assignment from which to select.
4. Students who are not selected by faculty will be available to other faculty who can incorporate them into their course work and related research.
5. Students who still are not selected by faculty will be placed in a pool and assigned generic academic support functions such as LRC and computer lab coverage, adjunct support, or assisting faculty with advancing the use of technology in their courses. We will not assign doctoral students to faculty who do not have a plan for their use.

The Learning Resources Center (LRC)

The Learning Resources Center (LRC), located on the first floor in SSW 1.218, supports educational programs of the Steve Hicks School of Social Work by providing:

- Reserve reading materials for students in social work classes
- Two video laboratories with equipment for recording on DVD or VHS
- A computer room and laptops available for check out for in-LRC use when available
- A printer and copier for student use
- Quiet study areas
- Student assistants available to help with resources.

LRC hours are posted on the front door of the LRC. In general, the LRC is open Monday through Friday from 8:30 a.m. to 9:00 p.m. The LRC is designed to accommodate persons with mobility impairments.

Reserved Reading

Journal articles, documents, DVDs, and books provided by faculty for use by their students are maintained in the entry area of the LRC. These materials may be used by students in the study room or students are allowed to make photocopies for their personal use. A current student I.D. must be left at the front desk when using the materials. A photocopy machine is located in the LRC for student use.

Resource Collection

An in-house collection of social work journals is available. In addition, the LRC has a collection of reference materials and a special collection of assessment tools/tests and other program evaluation resources. These materials may be used by students in the reading rooms or for photocopying purposes. This resource collection is a non-circulating collection.

Audio-Visual Collection

The Steve Hicks School of Social Work owns hundreds of DVD's for individual or classroom use by faculty or students. Materials may be checked out through the LRC staff for use in the video labs, study carrels, classrooms, or for continuing education. Audio-visual materials may not be checked out for home use and are available only to social work students and faculty with a valid UT ID.

Video Laboratories

Faculty and students may reserve the video labs for use in class-related activities. All labs are equipped with a color camera, video recorder, and monitor. Students must provide their own blank VHS tapes or DVD's for class projects.

LRC Computing and Printing Resources

The LRC has a computer room with 6 Windows 7 desktops for student use and a large study area enhanced for laptops available during regular LRC operating hours. There are an additional 24 Windows 7 laptops that are used for assigned computer classes. When they are not being used by classes, they can be checked out for In-LRC use only. Student printing and copying is provided in the LRC computer room by ITS UT print services <http://www.utexas.edu/its/utprint/>, and require Bevobucks.

DiNitto Center for Career Services

The DiNitto Center for Career Services is located in the Academic Programs and Student Services Department and is available to assist students and alumni in pursuit of their professional career

goals. The Center's emphasis is career development throughout a lifetime. The focus of Career Services is on information exchange through workshops, career development information and electronic resources to assist students, alumni and employers in achieving their mutual goals and expanding options to all social workers. Some of the services provided to Ph.D. students include:

- Annual workshop on preparing for the Academic Job Market
- Individual career advising including assistance with academic vitae and correspondence
- Production of a Ph.D. Marketing packet, which includes the vitae of all our students entering the academic job market. This packet is distributed online to universities across the country.
- Individualized assistance with fellowship/scholarship applications offered through the University Graduate School and through other organizations and foundations. Assistance provided includes vita and narrative reviews, coordination with the graduate school, application completion and assistance with supporting letters.

Workshops and Special Events

Each semester Career Services offers workshops on a variety of career development topics such as resume writing, interviewing, professional organizations, social work licensure and applying for graduate school. Many of these events are facilitated by professional social workers from the local community. Watch for dates and times in the weekly email, employment bulletin and on the Career Services web site. Career Services also coordinates an annual Career Fair devoted to exposing students to agency employment and volunteer opportunities. Each year local and statewide agencies participate in this event. To register for the weekly employment bulletin go to the career services web site at <http://www.utexas.edu/ssw/dccs/>.

Student Resources

Doctoral Student Office Space

Limited office space is available for doctoral students. This space, located in Room 3.112, contains a number of desks that can be used by doctoral students. A telephone (475-8676), computer, and printer are also available in this area. To obtain a key for this office, students need to obtain a key letter from the Administrative Assistant in the Dean's Office. Once students have a key letter, they can pick up a key from UT Physical Plant Lock and Key Service at the Service Building on 24th Street. Upon completion of the doctoral program, it is the student's responsibility to return the key to the university prior to graduation.

Currently, we do not have enough space for every doctoral student to have an individual office. The doctoral student area is intended to be a place where all doctoral students can study, drop off books and personal belongings while they are in class, take a break between classes, etc. This space is not to be used as office space for individual students. If you leave books, papers, and other personal belongings in the area, make sure you remove them from the desk when you leave so that other students can use the desk while you are not there.

AIs and TAs have first priority for this area. If AIs and TAs are meeting with students and they need some privacy, please respect their request if they ask you to leave for a few minutes.

Technology Support

Information technology is critical for students in the Ph.D. program. While students are encouraged to purchase and maintain their own computer and printer, doctoral students also have access to computers in the Computer Lab in the LRC. There is also a computer and printer available in the doctoral student office area. Technical support for students is provided through LAITS Computer Support. The phone number is 512.471.5000 and the e-mail address is laits-help@utexas.edu

PhD Program Listserv

To facilitate communication in the PhD Program, a listserv has been created for students. A listserv is a software system for distributing mail to a large number of people at once. If you would like to send a message that goes to all subscribers, you send it to one address, the list address, and the list processor sends it to every subscriber. All doctoral students are subscribed to the PhD listserv and can send messages over the listserv. The e-mail address for the listserv is: ssw-phd@utlists.utexas.edu

Professional Memberships, Meetings and Publications

Students are encouraged to become involved in School and professional activities, as time permits. Notices about various conferences, volunteer activities, and School functions are posted on bulletin boards in the Student Lounge, located on the ground floor, Room 1.204 and in the *Weekly Announcements* sent by the Graduate Program Coordinator.

As students in a professional school you are entitled to reduced cost memberships in a variety of organizations such as the National Association of Social Workers and the Council on Social Work Education. Applications for membership in NASW are available in the Student Services Office. Notices about various organizations, their memberships, meetings, and publications, may appear from time to time on student lounge bulletin boards. In addition to providing access to journals, newsletters, and publications, these organizations also offer a variety of benefits such as group insurance, chapter tours, and assistance in job hunting.

Social Work Professional Development Fund

The Steve Hicks School of Social Work maintains the Professional Development Assistance fund as a resource for students who are presenting at professional conferences. BSW, MSSW, and PhD students currently enrolled and in good standing at the Steve Hicks School of Social Work may apply. The amount given, up to a maximum of \$300, is at the discretion of the Dean's Office. Funds do not need to be repaid. To apply for professional development assistance, please contact your Graduate Program Coordinator. The Graduate Program Coordinator will submit the application to the Dean's office for review and approval. The applicant will be notified of a decision.

Social Work Student Emergency Fund

The Steve Hicks School of Social Work maintains the Student Emergency Assistance Fund as a resource for students in emergencies that result in a loss of income or in other situations that might hinder the ability to complete their academic program. The amount given in emergency cases, up to a maximum of \$300, is at the discretion of the Dean's Office. Funds do not need to be repaid. To apply for emergency assistance, please contact your Graduate Program Coordinator. The Graduate Program Coordinator will submit the application to the Dean's office for review and approval. The applicant will be notified of a decision. Students are strongly encouraged to apply for emergency funding through the Dean of Students office (<http://deanofstudents.utexas.edu/emergency/studentemergencyfund.php>) prior to applying for Steve Hicks School of Social Work emergency funds.

Student Services

Student Services

Below is a table that provides information about several offices that students might need to contact regarding specific student issues. The right hand column includes contact information and the left hand column provides a brief description of services available at each office.

Cashier's Office

Main Building Room 8
475-7777

- *Check distribution*
- *Fee receipts*
- *Payments*

This office distributes payroll checks, financial aid checks, emergency loan disbursements, issues duplicate fee receipts, accepts payments for tuition and housing bills and handles returned check problems.

ID Center

Flawn Academic Center
FAC 102
471-4334

The ID Center produces and validates UT ID cards for students, faculty and staff. They also validate electronic IDs (UTEID)

Child Care

604-A W. 24th St.
471-7040

Comal Location
2205 Comal St.
475-9500

The UT Student Child Care Center provides low-cost child care to children of University students, faculty and staff. Daytime and Evening Programs are available. Rates may be obtained by calling the center.

International Office

2400 Nueces St.
471-1211

- *Counseling & assistance*
- *Study Abroad programs*
- *English as a Second Language*

The International Center provides staff advisors to assist international students with a variety of needs, including immigration and tax status matters as well as academic and personal issues. Also administers Study Abroad programs and English as a Second Language (ESL) classes.

***Counseling and Mental
Health Center***

100 W. Dean Keeton, 5th floor
471-3515

- *Counseling help*
- *Crisis Line: 471-CALL*

CMHC has a professionally trained staff of psychiatrists, counseling and clinical psychologists, social workers and counseling specialists to help students with personal, social and academic problems such as roommate conflicts, substance abuse, relationships, and parental and peer pressures. Appointments may be arranged for an initial consultation by calling CMHC.

A CARE (satellite program of CMHC) Counselor is available in the Steve Hicks School of Social Work to help with a variety of issues. Our CARE Counselor is Laura Dupuis, LCSW. Her office is SSW 3.116B. Call 512.471.8148 to schedule an appointment with Ms. Dupuis.

Telephone counseling is also available 24 hours a day every day. Counselors are available to talk by telephone with students who need to express and manage their feelings, to share personal concerns, or to discuss problems. Telephone counselors can also assist faculty and staff who may have questions about how to help students who appear to be experiencing emotional difficulties.

Information Technology Services

Walk In: FAC Lobby (1st floor)
475-9400

- *Support ITS service*
- *Assist with email services*

The IT Service Desk provides students, faculty, and staff at The University with a centralized point of contact for computer help, questions concerning ITS services, and navigating IT@UT.

All UT-Austin students, faculty and staff can obtain an electronic mail address at no charge.

More information is available at the UT Service Desk and from the web site:

<http://www.utexas.edu/its/helpdesk/>

Dean of Students

100 W. Dean Keeton, Room 4.104
471-5017

- *Legal Services*
- *Retention Services*
- *Students with Disabilities*
- *Campus Activities*
- *Student Veteran Services*

The Office of the Dean of Students offers a variety of programs and services to help students acquire the knowledge, skills, and attitudes that will help them succeed at the University. Dean of Students staff members provide information and assistance with problems, concerns, or questions about the University.

Specific program areas within the Dean of Students Office address a number of campus issues. DOS also handles student complaints and problems dealing with sexual harassment.

Financial Aid

100 W. Dean Keeton, 3rd floor
 General Information: 475-6282
 Administrative Staff: 475-6282

The Office of Financial Aid is the primary source of financial aid information. Types of financial aid include loans, grants, scholarships, and work-study jobs. Eligibility is determined upon receipt of a single application form, available each year from OFA. Also available through separate applications are part-time employment, fee waivers, emergency loans, and other programs. Direct inquiries to OFA at the numbers listed.

Sanger Learning Center

Jester Center Room A332
 471-3614

- *Study skills assistance*
- *Tutoring service*
- *Free classes and workshops*

The LSC offers an extensive variety of programs and services to help students increase their academic proficiency, improve work habits and study skills, and address other study concerns. The Center has special independent study labs staffed with peer counselors and a tutorial service available. There is a fee for one-on-one tutoring; many students receiving financial aid may qualify for a fee waiver.

Division of Recreational Sports

Recreational Sports Center
 471-3116

Rec. Sports offers the University community a well-rounded program of sports and recreational opportunities, including sports clubs; intramural competition; open recreation and a non-student program; an outdoor program, and a gym store which supplies equipment for sale, day use and rental.

Faculty Innovation Center

1912 Speedway, Room 450
 475-9276

The FIC provides consulting for graduate student instructors in three professional areas: teaching, assessment, and technology. The GSI Program provides opportunities to advance graduate students' pedagogical, academic, and professional progress. Grant writing support, test scanning services and student testing services are available through the FIC. The Center is also responsible for course instructor surveys.

Ombuds

100 W. Dean Keeton, Room G1.404
 471-3825
studentombuds@austin.utexas.edu

The mission of the Office of the Student Ombuds (OSO) is to provide a neutral, impartial, and confidential environment for students to voice concerns related to life at UT Austin and to provide information and assistance to students who have University-related questions or complaints. The OSO functions in an independent and informal manner to help students discover pathways and options for effective problem solving and conflict resolution. The OSO also identifies and provides recommendations to the University regarding systemic issues.

Registration Supervision

MAI 16
475-7656

This section of the Office of the Registrar handles all student registration issues and problems, including late registration.

Parking and Transportation Services

Trinity Parking Garage
471-PARK (7275)

Information about parking privileges and maps are available from this office. Students pay for a parking permit by selecting the appropriate optional fee at the time of registration. All students are eligible for parking permits. Students can go to Service Bldg. 1 for permits or purchase on-line at

<http://www.utexas.edu/parking/parking/student/>

Legal Services for Students

SSB 4.104
100 W. Dean Keeton
Information & Appointments: 512-471-7796

The Student's Attorney offers advice, representation, or referral for legal problems to students on an appointment-only basis. There is no charge for consultation, but court costs and other incidental expenses may be incurred.

The Student's Attorney typically handles advice on such issues as landlord/tenant disputes, consumer protection, property damage claims resulting from automobile accidents, employment disputes and credit card complaints. The Office cannot become involved in any action against any part of the University system or its agents; nor will it become involved in most civil actions against other students. The Student's Attorney can advise but not represent students in criminal and family law matters.

University Health Services

100 W. Dean Keeton
Information & Appointments: 471-4955
Nurse Advice Line: 475-6877

University Health Services provides primary ambulatory care and health education services to registered students at The University. Students are entitled to unlimited visits through payment of the mandatory Medical Services Fee. The Health Center also has information on student health insurance.

For more details on University services, consult the "Student Services" section of The Official University Directory.



The Graduate School

The University of Texas Graduate School offers several programs that might be of interest to PhD students. Information about these programs can be obtained on-line from the Graduate School's web page at: <http://www.utexas.edu/ogs/>

Free Consulting

Department of Statistics and Data Sciences

This office offers students, faculty, and staff one hour of free statistics consulting each week. You can obtain more information at <http://stat.utexas.edu/consulting/free-consulting>

Career Resources

Non-academic Job Search:

Liberal Arts Career Services provides career coaching for all graduate students, regardless of discipline. Versatile Ph.D. is an on-line community for non-academic and non-faculty job seekers.

<https://gradschool.utexas.edu/services-and-resources/career-resources/versatile-phd>

Academic Job Search:

DiNitto Center for Career Services (within the Steve Hicks School of Social Work)

<https://socialwork.utexas.edu/dccs/about-us/>

Dissertation Resources

Dissertation format guidelines

Dissertation templates

<https://gradschool.utexas.edu/academics/forms>

Digital Submission Requirement

<https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement>

Academic Integrity

http://deanofstudents.utexas.edu/sjs/acint_student.php

Student Rights and Responsibilities

Student Responsibility

While University faculty and staff members give students academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The student must know and abide by the academic and disciplinary policies given in The Graduate Catalog and in the General Information Bulletin, including rules governing quantity of work, the standard of work required to continue in The University, warning status and scholastic dismissal, and enforced withdrawal. The student must also know and meet the requirements of his or her degree program; must enroll in courses appropriate to the program; must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress; and must seek advice about degree requirements and other University policies when necessary.

The student must give correct local and permanent address and telephone numbers to the Office of the Registrar and must notify this office immediately of any changes in address or telephone number. Official correspondence is sent to the address last given to the registrar. If the student has moved and failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered.

The student must verify his or her schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions.

Services for Students with Disabilities

The University of Texas at Austin and the Steve Hicks School of Social Work are committed to providing a supportive and challenging environment for students with disabilities. Students with disabilities are guaranteed by law a learning environment that provides reasonable accommodation of their disability.

The University of Texas at Austin is proud to be an educational institution that welcomes and supports a diverse student body. By removing some of the barriers to education that students with disabilities often experience, we hope to create a learning environment that encourages as well as challenges all students. The University of Texas at Austin provides a variety of services to assist students with disabilities in becoming active members of the University community. These services vary according to the different type and level of impairment experienced by each student.

The majority of these services are coordinated by the Services for Students with Disabilities (SSD) area of the Office of the Dean of Students. Supporting the academic efforts of students with disabilities is the primary goal of the services and programs provided by SSD. The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 require that individuals with disabilities not be subjected to discrimination.

When a student registers with the Office of Services for Students with Disabilities, it is the student's responsibility to inform the Associate Dean for Doctoral Students and/or individual faculty members of their need for special accommodations. Academic accommodations and policy modifications are provided only when not having the accommodation would result in discrimination. Academic accommodations are not provided simply because a person has a disability. The purpose of accommodations and modifications is to assure that there is equal access to programs and services and to the opportunity to succeed academically rather than to assure that students are academically successful.

The Grievance Process

Under the rules and regulations of the Graduate School, as set forth in the Handbook of Operating Procedures, “a graduate student has the right to seek redress of any grievance related to his or her academic issues that are relevant to the student’s progress toward a graduate degree.”

A copy of the grievance policy for graduate students is available online at VII. Section E Student Grievances: <https://policies.utexas.edu/policies/graduate-school>)

Sexual Harassment Policy

It is the policy of The University of Texas at Austin to provide an educational and working environment for its students, faculty and staff that is free from sexual misconduct and sexual harassment. The University encourages students, staff and faculty to report sexual misconduct or sexual harassment by members of the University community, visitors to the campus or those who have business, professional or educational relationships with The University. The full text of the policy is available in Appendix D of the *General Information Bulletin*. This policy applies to the conduct of all students and employees of The University of Texas at Austin.

Any student who believes that he or she may have been sexually harassed or subjected to sexual misconduct is encouraged to report such conduct to the Dean of Students Office. Such conduct may also be reported to deans, department chairs, faculty members, or academic advisors who are to immediately notify the Dean of Students of such a report.

Sexual harassment is a form of illegal gender discrimination. It can involve unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct when:

- submission to the conduct is implicitly or explicitly made a term or condition of a student’s continued education or employment;
- submission to or rejection of the conduct is used as a basis for a decision affecting a student’s education or employment; or,
- the conduct has the purpose or effect of interfering with a student’s performance or creating an intimidating, hostile or offensive educational environment.

Sexual misconduct is behavior of a sexual nature by a member of the faculty or staff that is inappropriate and unprofessional, but may not be so serious or pervasive that it meets the definition of sexual harassment. It can include conduct that is consented to or not complained about by the persons who are affected by it. Examples of conduct by faculty or staff that might be considered sexual misconduct include:

- repeatedly engaging in sexually oriented conversations, comments or activity;
- repeated and gratuitous use of unrelated sexually-oriented materials in teaching or employment situations; or
- engaging in consensual sexual or romantic relationships with persons whom they are supervising.

Options for Dealing with Sexual Harassment or Sexual Misconduct

The University provides a number of options for reporting and resolving instances of sexual harassment or sexual misconduct; and it will respect, as much as possible, students’ wishes concerning the manner of resolution and disclosure of their identities. However, if an incident is serious, or a part of a persistent pattern, The University may be required to conduct an official investigation or take action on its own.

The options are as follows:

1. **Consultation.** Students may meet with experienced staff from the Dean of Students Office to simply discuss a situation, obtain information about sexual harassment or sexual misconduct, or explore their options for bringing a complaint. A record will be made of the meeting that will remain confidential to the extent permitted by law.
2. **Personal Meeting.** Students may, if they choose, confront the individual whose behavior they find offensive or intimidating and request that such conduct stop. Such a meeting is voluntary and is not required before a student can bring a complaint.
3. **Informal Complaint.** Students may bring an informal complaint of sexual misconduct or sexual harassment with the Dean of Students Office. An informal complaint is one that does not result in any disciplinary action being taken against the offender. It is appropriate when the conduct complained of is not serious or severe, or when the complaining student wishes to resolve the situation without an official investigation.
4. **Formal Complaint.** Students may bring a formal complaint of sexual misconduct or sexual harassment with the Dean of Students Office. A formal complaint is one that involves the submission of a written complaint and an official investigation and report by The University. It includes the possibility of disciplinary action by The University and is appropriate when the conduct complained of is serious and/or part of a pattern.

Confidentiality

The University will, to the extent permitted by law, maintain the confidentiality of records related to sexual harassment or misconduct complaints, investigations and resolutions. The University will also, to the extent possible, respect the wishes of students concerning the disclosure of their identities. However, there may be situations where the identity of the complainant will need to be disclosed, or is apparent because of the actions taken to resolve the complaint.

Prohibition of Retaliation

Any form of retaliation against a student who brings a complaint of sexual harassment or sexual misconduct is prohibited by University policy and violations of this policy will result in disciplinary action.

Consensual Relationships Policy

This policy applies to all university employees (faculty members, staff members, those in post-doctoral positions and university affiliates) as well as all students and student employees.

The policy prohibits romantic relationships and/or sexual interactions between:

- employees or university affiliates and undergraduate students;
- employees or affiliates and any graduate student whom that individual teaches, manages, supervises, advises, or evaluates in any way;
- Intercollegiate Athletics coaches, affiliates, or athletics employees and student-athletes;
- student employees and any student whom that student employee teaches, manages, supervises, advises, or evaluates in any way; and
- employees and/or affiliates where one teaches, manages, supervises, advises, or evaluates the other in any way, unless the person in the position of greater authority or power notifies appropriate university offices and a mitigation plan is in place.

The policy recognizes that romantic relationships between certain categories of individual affiliated with the university risks undermining the essential educational purpose of the university and can disrupt the workplace and learning environment.

Policy: <https://policies.utexas.edu/policies/consensual-relationships>

FAQs: http://equity.utexas.edu/wp-content/uploads/2016/06/FAQs-for-Consensual-Relationship-Policy_1_26_17.pdf

Also see Appendix C: The University of Texas at Austin Notice of Non-discrimination on the Basis of Gender

Research Involving Human Subjects

The University adheres to the guidelines of the National Institutes of Health with regard to the involvement of human subjects in research. All faculty, staff, students, or employees who propose to engage in any research, demonstration, development, or other activity involving human subjects are bound by these regulations.

Required Training: All doctoral students in the Steve Hicks School of Social Work are required to complete the UT-Austin Human Participant Training Module. This course can be found on-line at: <https://research.utexas.edu/ors/human-subjects/training/>

After completing this session, students should upload the training verification into IRB access, <https://utdirect.utexas.edu/vr/trngVerify.WBX>

In addition, any students working on NIH funded projects need to complete the NIH computer-based training course on the protection of human research participants. This course can be found on-line at <http://phrp.nihtraining.com/users/login.php>

Proposal Review: When conducting research that involves the use of human participants, whether funded or not, investigator(s) must obtain approval from the UT Office of Research Support. This entails an electronic submission that is first reviewed and approved through the Center for Social Work Research (CSWR). Dr. Carol M. Lewis (carolmarie@mail.utexas.edu) the Director of ADR, oversees the Departmental Review Committee (DRC) that assists in reviewing proposals for the use of human participants.

When planning to submit a proposal for the use of human participants, the first step is to contact Administrative Associate Lana Pettit (llpettit@mail.utexas.edu) who will provide support and guidance with this process.

Grant Proposal Submissions

When a graduate student is submitting a grant proposal for funding, s/he needs to contact ADR about this as soon as possible. Specifically, the student should get in touch with Senior Grants and Contracts Specialist who assists with reviewing and packaging the proposal for submission to the funding agency. In addition, all proposals submitted by UT are signed off by the UT Office of Sponsored Projects, and the Senior Grants and Contracts Specialist coordinates the required review by OSP.

Appendix A: Criteria for Evaluating Academic Performance, Policies & Procedures for Review of Academic Performance, and Academic Grievances

Standards for Social Work Education

Steve Hicks School of Social Work

**Criteria for Evaluating Academic Performance,
Policies & Procedures for Review of Academic Performance, and
Academic Grievances**

**The University of Texas at Austin
Steve Hicks School of Social Work**

1997, Revised 1998, 1999, 2005, 2011, 2012, 2016

Copyright, 1998

Standards for Social Work Education

Criteria for Evaluating Academic Performance, Policies & Procedures for Review of Academic Performance, and Academic Grievances. 1997, Revised 1998, 1999, 2005, 2011, 2012, 2016.

- 1.0 Introduction to Standards**

- 2.0 Criteria for Evaluating Academic Performance**
 - 2.1 Basic Abilities**
 - 2.1.1 Communication skills
 - 2.1.2 Interpersonal skills
 - 2.1.3 Cognitive skills
 - 2.1.4 Physical skills

 - 2.2 Emotional and Mental Abilities**
 - 2.2.1 Stress management
 - 2.2.2 Emotional and mental capacities

 - 2.3 Professional Performance Skills**
 - 2.3.1 Professional commitment
 - 2.3.2 Professional behavior
 - 2.3.3 Self awareness
 - 2.3.4 Ethical obligations

 - 2.4 Scholastic Performance**
 - 2.4.1 Undergraduate students
 - 2.4.2 Graduate students

 - 2.5 Sources of Information**

 - 2.6 Accommodations for Disabilities**

- 3.0 Policies & Procedures for Review of Academic Performance**
 - 3.1 Performance That May Result In Review And/Or Dismissal**

 - 3.2 Three Levels of Review**

- 4.0 Academic Grievances**
 - 4.1 Procedures for Handling Grievances**
 - 4.1.1 Undergraduate students
 - 4.1.2 Graduate students

4.2 Non-Academic Grievances

Standards for Social Work Education

1.0 Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at the Steve Hicks School of Social Work at the University of Texas at Austin, beginning Summer 1997.

Because of the nature of professional social work practice, the Steve Hicks School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the Steve Hicks School of Social Work.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program Assistant/Associate Deans, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students' files.

2.0 Criteria for Evaluating Academic Performance in BSW, MSSW & PhD Programs at The Steve Hicks School of Social Work

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Steve Hicks School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.
- b) *Oral:* Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Texas State Board of Social Worker Examiners for Social Work Licensure).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a

willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.5 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review may be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog.

2.4.2 Graduate Students

MSSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students may be advised to withdraw from the program if their grade point average falls below 2.5. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a grade of C or X (incomplete) in any semester of field. A review may be called if a student earns a grade of C or below or X in any required social work course. An overall GPA of 3.0 is required for graduation.

PhD students must maintain a GPA of 3.0 or better and successfully complete a comprehensive examination that demonstrates mastery of the theory and research for the broad subject area in which the student proposes to conduct his or her dissertation research. The comprehensive exam has both a written and an oral component. If performance on either the written or oral exam is judged to be deficient, the student has one additional opportunity to redo the paper and repeat the oral defense. If they fail either the written or oral exam twice, they lose their eligibility to remain in the program.

2.5

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Steve Hicks School of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

2.6

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Steve Hicks School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Students with Disabilities and provide documentation as needed. The Office of Students with Disabilities makes recommendations for accommodations. The Steve Hicks School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Students with Disabilities), and periodic checks between the Steve Hicks School of Social Work and the student are appropriate courses of action in making accommodations.

3.0

Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the Steve Hicks School of Social Work in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, Assistant/Associate Deans, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or Assistant/Associate Deans will share pertinent information with each other for the professional purpose of identifying student issues and

enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1

Performance that May Result in a Review and/or Possible Dismissal from the Steve Hicks School of Social Work

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines. For complete University policy and procedures, see *General Information Bulletin*, Appendix C, Section 11-802.)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Steve Hicks School of Social Work and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: Steve Hicks School of Social Work Criteria for Evaluation of Academic Performance

3.2

The Three Levels of Review

Level 1

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the appropriate BSW, MSSW, PhD, and/or Field Assistant/Associate Dean of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate Assistant/Associate Dean(s) of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2

A Level 2 review involves the faculty member, student, and Assistant/Associate Dean(s). Faculty and Assistant/Associate Dean(s) will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based field instructor, faculty liaison, and Assistant Dean for Field Education will conduct the review with the student.

In this information gathering process, the Assistant/Associate Dean will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The BSW, MSSW, PhD, or Field Assistant/Associate Deans will assess the nature of these concerns with appropriate faculty, consult with the Graduate Adviser (if a graduate student) and with the Senior Associate Dean and/or Dean, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

Level 3

A Level 3 review involves the Senior Associate Dean for Academic Affairs (Graduate Adviser), faculty member, student, Assistant/Associate Dean(s), and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process at the Steve Hicks School of Social Work.

When a Level 3 review is called, the Senior Associate Dean for Academic Affairs (Graduate Adviser) and the appropriate Assistant/Associate Dean(s) will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the Senior Associate Dean for Academic Affairs (Graduate Adviser) will consult with the Dean of the Steve Hicks School of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Dean, and an objective assessment of the information provided, the Senior Associate Dean for Academic Affairs (Graduate Adviser) will inform the student of the decisions, which can include one or more of the following actions:

- *Continue the student in the program with no conditions.*
In these situations, the concern has been addressed and no further action by the student or program is required.
- *Establish formal conditions for the student's continuance in the program.*
In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.
 - *Consult with and/or refer to the Dean of Students.*
In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, unlawful possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
 - *Counsel the student to change majors/degree programs and/or discontinue the student in the program.*
In some situations, it will be recommended that the student no longer continue in the social work program. The student may be counseled to voluntarily change majors or degree programs and/or the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within

ten business days of the review. It is the responsibility of the Senior Associate Dean for Academic Affairs (Graduate Adviser) to communicate the decision to the student.

4.0

Academic Grievances

Pursuant to the student grievance procedures for undergraduate students provided in the General Information Catalog and for graduate students in the Handbook of Operating Procedures, students enrolled in the Social Work Program have the right to redress grievances related to academic matters, including decisions that are the result of reviews outlined in Section 3.0 of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

4.1

Procedures for Handling Grievances

Procedures for handling grievances at the Steve Hicks School of Social Work are as follows:

4.1.1

Undergraduate Student Grievances

General Information Catalog

<http://registrar.utexas.edu/docs/catalogs/gi/ut-catalog-gi-11-12.pdf>

Academic Related Grievances. Academic grievances involving grade disputes should be discussed with the course instructor. Grade disputes that are not resolved and all other academic grievances of undergraduate students should be submitted in writing to the department chair or other designated administrator of the academic program to which the grievance relates.

Appeals may be directed to the appropriate academic dean, who will render the final decision. A grade will not be changed by the department chair (or other designated administrator) and/or the dean without first consulting with and considering fully the position of the course instructor. The course instructor will be advised by the department chair, other appropriate administrator, or dean of the resolution of the grievance.

Procedures for the resolution of grievances of graduate students are specified in the revised *Handbook of Operating Procedures*, Policy 1.C.2. The dean of the college or school in which a student is enrolled has jurisdiction over the student's program of study, degree requirements, and all other academic matters, including grievances, except as described below. A student pursuing simultaneous majors in two colleges is considered to be enrolled in both colleges and is under the jurisdiction of both deans. Students taking a course in a college or school other than the one(s) in which they are enrolled are subject, so far as the course and academic grievances

regarding the course are concerned, to the dean of the college or school in which the course is offered. Procedures for cases of alleged academic dishonesty are given in Appendix C, chapter 11, Student Discipline and Conduct, page 203.

Student Program and Student Activity Related Grievances. Grievances related to nonacademic student programs and activities should be submitted in writing to the dean or director of the specific student affairs area. Appeals may be directed to the vice president for student affairs, and then to the president for final disposition.

Appendix C of this catalog (pages 161–241) describes the institutional rules on student services and activities and includes provisions for formal hearings. Additional information on these provisions is available from the Office of the Dean of Students.

Disability related grievances. No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic program or activity at the University of Texas at Austin. Complaints alleging discrimination on the basis of disability should be submitted according to the procedures outlined in the Nondiscrimination Policy, Appendix I, pages 260–265. The policy is in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

4.1.2

Graduate Student Grievances Handbook of Operating Procedures

<http://www.utexas.edu/policies/hopppm/01.C.02.html>

1. Adjudicating Grievances of Graduate Students

- a. A graduate student has the right to seek redress of any grievance related to his or her academic affairs.
- b. Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved or, such efforts failing, by the graduate adviser, the chair of the graduate studies committee of the student's degree program, and/or the chair of the department (or the director of the academic program if there is no department). When serious issues cannot be resolved informally, the graduate student will have recourse to the formal grievance procedure as outlined below in Subsections 2-4. It should be noted that the precise procedure to be followed in adjudicating a given grievance will depend on the particular circumstances surrounding the case.

Grade disputes are handled according to departmental review policies by the department offering the course in question. The order of review for grade disputes is the course instructor, graduate adviser, department chair (or the director of the academic program if there is no department), and dean of the college or school offering the course. The decision of the college or school dean is final.

Non-academic grievances submitted to the Graduate School will be referred by the Vice Provost and Dean of Graduate Studies to the appropriate University administrative office, normally the Office of the Dean of Students, the Office of Human Resources, or the college/school dean in which the incident of grievance occurred. Only in cases of multiple points of grievance will the complaint be reviewed by more than one administrative unit of the University.

Grievances related to nonacademic issues and scholastic dishonesty are handled according to the procedures outlined in the General Information Catalog.

c. A graduate student may express a formal grievance through the following procedures with the assurance of timely and thorough consideration. Grievants are assured freedom from reprisals for the filing of their grievances.

d. All complaints must be submitted in writing to the Office of Graduate Studies, which will notify the chair of the graduate studies committee, the department chair (or the director of the academic program if there is no department), and the dean of the college or school that a grievance has been filed and of the procedures for handling the grievance.

e. A student must initiate his or her complaint within six months of the incident that is the subject of the grievance.

2. First Level of Adjudication: Graduate Studies Committee

a. The first level of consideration is the appropriate graduate studies committee. If the chair of the graduate studies committee, having received formal notification of the grievance from the Office of Graduate Studies, cannot resolve the matter himself or herself, he or she will convene an ad hoc panel normally consisting of three to five members of the graduate studies committee to review the complaint and render a decision to the graduate studies committee. The student will be granted the right to exclude one person from the panel.

b. After consideration of the student's grievance, including a meeting with the student if requested, the ad hoc panel will report its findings to the graduate studies committee, the student, and the faculty member in writing. A copy of the findings will be retained in the files of the chair of the graduate studies committee. The graduate studies committee will ratify, reverse, or change the decision of the ad hoc panel.

3. Second Level of Adjudication: Office of the Vice Provost and Dean of Graduate Studies

a. If the issues cannot be resolved to the satisfaction of both parties concerned at the level of the graduate studies committee, the grievance and the decisions of the previous review panel and the graduate studies committee will be forwarded to the Vice Provost and Dean

of Graduate Studies. The Vice Provost and Dean of Graduate Studies in consultation with the college or school dean(s) may decide the case on his or her own review and authority, or if he or she deems it appropriate, convene an ad hoc committee to review the case and provide advice.

b. The Vice Provost and Dean of Graduate Studies will review the facts of the case, including any recommendations received from an ad hoc committee, and render a ruling. This ruling will be sent to the student, the ad hoc panel, the chair of the graduate studies committee, the graduate adviser, the department chair, and the college or school dean(s).

4. Third Level of Adjudication: Office of the Executive Vice President and Provost: The decision of the Vice Provost and Dean of Graduate Studies may be appealed in writing to the Executive Vice President and Provost for a final decision.

4.2

Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed further in other documents. Students should refer to the University Undergraduate Catalog, University Graduate School Catalog, and University General Information Bulletin for more detailed discussion of specific grievance procedures.

Appendix B: Principles and General guidelines for Joint Faculty-Student Publications

Principles and General Guidelines for Joint Faculty-Student Publications

**Steve Hicks School of Social Work
The University of Texas at Austin**

Introduction

A variety of questions about joint authorship of publications were raised during a meeting of the doctoral committee in spring 2009. Doctoral students and faculty expressed concern that issues of authorship credit, order, and acknowledgement often arise at various points in the process of collaboration. However, in some instances, discussion and resolution of these issues does not take place until a project nears completion increasing the chance of unsatisfactory outcomes. In the doctoral committee meeting, faculty and students expressed uncertainty about the mutual rights of faculty and students when they are engaged in writing: dissertation, thesis, manuscript preparation [journal, chapter, abstract, review, or book], presentation at a professional conference, or posters. Issues of intellectual property rights, responsibilities of principal investigators, and competitiveness of our graduates, mentoring, ethics, and fairness were interspersed in the discussion along with less overt issues of retribution and discomfort. Questions were also raised about the effect, if any, of a student's paid employment status on joint authorship distinguished from that of a paid faculty member.

In response to some of these issues, a small number of faculty members have developed and applied ad hoc procedures for managing joint authorship, presentations, and dissertations based on data from their research projects (Lauderdale, 2009; McRoy, 2005). However, in the past year, there have been a small number of instances in which faculty and students have felt that principles and guidelines for joint publications were absent, unclear, violated, or ignored. In one instance, a faculty member alleged that research materials from a funded project were used for a publication without approval of the principal investigator or credit. Some students have been reluctant to initiate discussions with faculty over issues of authorship credit, order, and acknowledgement. The absence of principles and general guidelines has hampered this process. Overall, the Steve Hicks School of Social Work needed to have established policies or standards to guide faculty and students in discussing these concerns and preventing disagreements as joint authorship opportunities increase in frequency.

The executive committee was asked by the doctoral committee to develop broad principles and general guidelines that could be considered by faculty and students in response to the issues raised. A subcommittee of the executive committee initially presented the issue to the full faculty and staff at its April faculty meeting and requested their input; five faculty members provided written input to the subcommittee. In addition, the subcommittee reviewed existing principles and guidelines on these broad issues from several different published articles (Fine & Kurdek,

1993; Goodyear, Crego, & Johnston, 1992; Spiegel, Keith-Spiegel, & Pope, 1970) professional associations (American Psychological Association, 2002; American Psychological Association Ethics Committee, 1983), and universities (Graduate Council of the Faculties, 1998; Graduate Group in Social Welfare, 2006). A number of social work publications have sought to address

some of the “grey” issues associated with authorship and productivity (Green, Baskind, & Bellin, 2002).

Background

Within the past 20 years, increased emphasis by schools of social work has increased attention to research and scholarly productivity [externally funded grants, peer reviewed publications, public presentations] by faculty and graduate doctoral students (Green, 1995; Green et al., 2002; Green, 2005). Scholarly productivity by faculty constitutes a normative expectation within academic settings as a means of both contributing to scientific discovery and to the reputation of the institution and the faculty. Increasingly, research, publication, and presentation involve teams of faculty, research assistants, students, and staff with varying levels of expertise. However, the increased frequency of collaborative work increases the potential for differences, disputes, and disagreements related to these activities, particularly issues of participation in publications (Faculty of Medicine, 2009). Fine (Fine & Kurdek, 1993) and Goodyear (Goodyear et al., 1992) highlight the important connection between scholarly publications and subsequent opportunities for faculty to obtain/retain academic rank, promotion, salary advances, new positions, and overall reputation within academic settings. These authors conclude that the important connections between academic advancement and scholarly productivity heighten the issues of authorship credit, order, and acknowledgement. To a similar extent, doctoral students in their effort to obtain competitive employment following completion of their studies, face similar issues of authorship credit, order, and acknowledgement. As collaboration in research and publications between faculty and students has increased, there is a need for clear principles and guidelines to avoid conflict over authorship credit, order, and acknowledgement (Goodyear et al., 1992; University of California, 1997).

Fine and Kurdek (1993) propose that collaboration on research projects, including publications, by students and faculty is “inherently unequal” because of the differences in status, responsibilities, supervisory roles, and other features. The unequal status of faculty and students and the role that faculty plays in mentoring, supervising, and recommendations can impair collaboration, joint decision making, and resolution of conflict. This inequality underscores the value of clear ethical principles as the philosophical basis for developing working guidelines. At the University of California at Berkeley, the guidelines for authorship stress that faculty carry a “special responsibility to acknowledge student contributions” as well as assisting students to develop and refine their ideas and publications (University of California, 1997). Although faculty may provide substantive contributions in their role as mentors, these contributions do not yield an automatic right of co-authorship but should be acknowledged. Fine and Kurdek (1983) indicate that the most critical dilemmas inherent in authorship are those instances where faculty are given authorship credit for work performed by another faculty member or student and secondly when students are given authorship credit based on the work of others. Many universities and colleges have sought to develop broad principles and general guidelines to manage these issues without decreasing faculty rights to their intellectual products or the rights

of students and staff to achieve credit for their contributions (Wake Forest University School of Medicine, 2008) while leaving implementation specifically to respective schools, departments, and programs.

Important Definitions

Authorship: “Authorship entails a public acknowledgement of scientific or professional contribution to a disseminated piece of information and includes involvement in various tasks associated with the project”(National Health and Medical Research Council, 2005). Each person who makes a substantial intellectual or professional contribution to the written work is qualified as an author. Honorary authorship is not an acceptable method of credit (Faculty of Medicine, 2009).

Credit: Credit is defined as authorship that is shared and acknowledged for more than one person. Credit is most noted when the name of the person is included as a contributor, co-author, joint author, or in a list of authors of a publication, manuscript, or presentation. Financial support of a project or the provision of technical assistance is insufficient to warrant credit as an author.

Order: Refers to the order of names that appear on a publication starting with “first author.” First author generally implies that this person has major responsibility for the written work or research that is being published. However, the meaning of the order of listing varies considerably by school, department, publication, or discipline. In some instances, the senior author or project director is listed last in the order. Order does not universally indicate the level of contribution or attribution of the respective names listed on the publication.

Acknowledgement: An acknowledgment is the least form of credit that is given for making a contribution to a published work. It can take the form of inclusion of a person’s name in a footnote or in an acknowledgment page. The specific nature of the contribution may be included in the acknowledgement.

Citation/Reference – Inclusion of a specific piece of published or unpublished work in a listing of footnotes or references. In lieu of including a contributor’s name as a co-author it may be agreed to make specific reference to their related work through a citation (University of California, 1997).

Intellectual Products – These include articles, manuscripts, books, presentations, posters, grant proposals, unpublished works, outlines, courses, research findings, designs, conceptualizations, as well as “words or images in paper or electronic media” (Faculty of Medicine, 2009).

Substantial Professional Contribution - Major participation that results in a publication requires knowledge, skill, intelligence, and creativity. These activities may include, but are not limited to, development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment, and interpreting results.

Editing – Extensive assistance in editing a publication does not warrant authorship credit.

Assistance with editing is generally recognized through acknowledgements. In those instances where editing results in a major rewriting of the potential publication may require consideration of authorship credit or a renegotiation of the initial agreement about credit (University of California, 1997).

Principal Investigator – The person, usually a faculty member, who applies for and obtains external funding to conduct a research project. The principal investigator (PI) carries the major fiduciary responsibility for implementation of a research project and for coordinating all phases of its implementation, including expenditures, hiring, and reporting of findings. The PI also maintains responsibility for helping to determine the types of publications of findings, when and where submitted, as well as which member(s) of the team will be able to use the findings for publication or presentation.

Research Assistance – Involves a series of tasks and activities assigned to a student or staff member and supervised by a faculty member. These tasks or activities while essential to completion of a project does not ordinarily warrant co-authorship consideration. Some of these tasks or activities include, but are not limited to, data entry, statistical analysis, creating tables and charts, administering a survey instrument, or developing a bibliography (University of California, 1997).

External Funding Requirements – External funding usually refers to resources obtained from outside the university [school or department] to support a research or demonstration project or preparation of a paper or presentation. In some instances, the external funding agreement places restrictions on the use of findings and may require their approval before the findings can be used in a publication. The PI is responsible for adhering to the requirements of the external funding source and must communicate these to the team.

Student Generated Work – This refers to theses, dissertations, or course papers completed by a student. In some instances, this work may be based on data produced in a project where the student is employed. Students should communicate with the PI when they desire to use project data for publication. Faculty assistance as a chair or member on one of these student projects is not automatic justification for their inclusion as a co-author on work completed by the student.

Ethical Principles

In the literature on joint publications, two related ethical principles were cited as the basis for making equitable authorship decisions: First, faculty and students only request, receive, accept, or are given credit for work [professional/intellectual] contributions that they actually perform in writing a manuscript or other publication (American Psychological Association, 2002). A second ethical principle is that the process of making decisions or engaging in the process of negotiating issues related to authorship must be fair, honest, and free of coercion or threats of retribution by students or faculty.

Suggested Guidelines

Based on the literature review, the subcommittee proposes the following general guidelines for authorship decisions:

1. Copies of Guidelines – students should be provided written information on issues related to credit, order, and acknowledgement by the faculty member and/or school and how such decisions are made within the school. Such information should be included in information materials on the web as well as included in packets provided to students during orientation. In addition, students who are hired for work on projects should be provided copies of the guidelines by the principal investigator. Where students are working on an unfunded project with a faculty, the same guidelines should apply.

2. Joint authorship – at the outset of writing a manuscript for publication, the principal investigator, supervisor, or faculty member should determine whether and to what extent there will be joint authorship opportunities or consideration.. This decision must then be shared with individuals who are hired or asked to complete specific tasks associated with either a research project or other source of content for the publication.

3. Timing – issues of authorship credit, order, and acknowledgement should be discussed and clarified during the initial phases of a project with both the student and faculty involved in the decision. Either party can initiate these discussions however faculty supervisors carry the major responsibility for sharing information about how authorship decisions are made and the criteria.

4. Decision making – faculty and students should be equally involved in the process of deciding authorship credit, order, and acknowledgement based on their professional contributions to the project identified at the outset of the project. Open discussion of the criteria for authorship credit, order, and acknowledgement is pertinent.

5. Relative contributions – discussions about authorship should include identification of the specific professional activities involved in the research project or subsequent publication and which of these tasks [and how many] are to be considered as justification for authorship credit, order, and acknowledgement. Fine and Kurdek (1993) propose that some activities generally do not qualify as justification for joint authorship. These include “inputting data, carrying out data analyses, and typing” (p. 1145). Such activities are recommended as acknowledgements to be included in footnotes (Shawchuck, Fatis, & Breitenstein, 1986). Fine and Kurdek (1993) define professional contributions that qualify joint authorship must be “creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project” (p. 1145). Specific reference is given to the following activities:

- a. Development of the research design;
- b. Writing portions of the manuscript
- c. Integrating diverse theoretical perspectives
- d. Developing new conceptual models
- e. Designing assessments
- f. Contributing to data analysis decisions
- g. Interpreting results (p. 1145).
- h. Reviewing drafts of the published work in progress

6. Written Agreement – The principal investigator or primary supervisor may wish to consider developing a written agreement with each of the participants [co-authors] that details their professional contributions to the work and what level of authorship they are entitled based on their contributions. If a written agreement is developed, a copy should be provided to each participant and one should be maintained by the PI.

7. Definitions: The terms credit, order, and acknowledgement must be defined clearly by

the project director and linked to specific types, levels, or quality of contributions, tasks, or activities at the beginning of a project for all participants.

8. Employment or student status – Employment status should not be a priori justification for excluding participation in authorship. Nor does employment provide a priori justification for inclusion in authorship. Rather, the student’s skills and abilities to participate in making meaningful contributions to the project should constitute the basis for determining joint authorship. The employment status of a student should neither negate their right to ownership of their ideas or transfer of their ideas to a publication without credit.

9. Right of refusal – faculty and students should maintain their right not to participate in joint authorship or in the process of deciding credit, order, or acknowledgement.

10. Flexibility and negotiation –the nature of research and publication require flexibility in verbal and written agreements and discussions about authorship and recognition of the possibility that earlier agreements will need to be renegotiated as projects proceed. All parties need to remain open to change in the specific elements in such agreements. .

11. Funded projects –Projects that are externally funded will often be bound by the publication policies and requirements of the funding agency or its publications committee. The policies of the funding agency supersede other guidelines and policies and should be reviewed carefully at the outset of a project. Prospective publications or presentations based on a project should receive prior approval of the principal investigator and the funding agency if necessary.

12. Student Initiated Projects – Throughout their period of residency, students will complete course papers, presentations, theses, and dissertations. In many instances, faculty members will assist students by offering guidance, feedback, assistance with research designs, and editorial advice. In student initiated projects the student retains first authorship rights. Faculty involvement is judged by the degree and quality of input in the work or project and does not automatically translate into joint authorship. In the case of theses and dissertations or articles that are published, the chair of the work or committee members may be listed as authors depending on the prior agreement and the level of participation.

13. Consultation process – in some instances, discussion by faculty and students regarding authorship will not result in a satisfactory agreement. The executive committee recommends that the director of the doctoral program and the Associate Dean be asked to offer consultation in such disagreements. If the consultative recommendations are unacceptable to either party the dean shall make the final decision (University of California, 1997).

14. Periodic Review – As needed, these guidelines should be periodically reviewed and updated.

15. Ethics Content – Reference to authorship issues should be included as part of the content of social work courses in research and practice (Faculty of Medicine, 2009).

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Appendix C:

The University of Texas at Austin Notice of Non-discrimination on the Basis of Gender

The University of Texas at Austin Notice of Non-discrimination on the Basis of Gender

UT AUSTIN'S COMMITMENT

The University of Texas at Austin is committed to maintaining a working and learning environment that is free from inappropriate conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex/gender in its programs and activities, and it encourages any student or employee who thinks that he or she has been subjected to sex discrimination, sexual harassment, sexual assault, interpersonal violence, stalking or sexual misconduct by another student, member of the faculty or staff, campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below. This policy covers all people (irrespective of gender identity/expression or sexual orientation identity).

DEFINITIONS

Title IX incidents include many types of behaviors. Definitions for Consent, Incapacitation, Interpersonal Violence (Domestic Violence/Dating Violence), Sex Discrimination, Sexual Assault (Rape, Fondling, Incest, Statutory Rape), Sexual Harassment, Sexual Misconduct, and Stalking can be found in the *2015-16 General Information Catalog*, **Appendix D: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking**

<http://catalog.utexas.edu/general-information/appendices/appendix-d/> or *the Handbook of Operating Procedures*, **3-3031 Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking**

<http://www.policies.utexas.edu/policies/sex-discrimination-and-sexual-harassment>

WHERE TO REPORT

Students, employees, campus visitors and contractors may directly report incidents of sex discrimination, sexual harassment (including interpersonal violence) and sexual misconduct to any of the Title IX coordinators listed below.

Institutional Title IX Coordinator
 University Compliance Services
 1616 Guadalupe Street
 2.206 University Administration Building (UTA)

512-232-3992

titleix@austin.utexas.edu

Deputy Title IX Coordinator for Students

Director of Student Emergency Services

Office of the Dean of Students

4.104 Student Services Building

512-471-5017

studentemergency@austin.utexas.edu

Deputy Title IX Coordinator for Employees, Visitors and Contractors

Office of Institutional Equity

4.302 North Office Building

512-471-1849

equity@utexas.edu

Anonymous Reporting

You may report such incidents **anonymously** to University Compliance Services by calling 1-877-507-7321 or through the hotline web interface, available at <http://www.reportlineweb.com/utaustin>

Failure to timely report any incident involving sex discrimination, sexual harassment, sexual assault/violence, sexual misconduct, or stalking may diminish accommodations the University can provide.

REFERRAL RESPONSIBILITY

Pursuant to Title IX, a Responsible Employee is a University employee who has the authority to take action to redress an alleged violation of this policy, and who has been given the duty of reporting such allegations to the University Title IX Coordinator or designee.

At the University of Texas at Austin, Responsible Employees include, but are not limited to:

- Administrators
- Academic advisors
- Coaches, and other athletic staff who interact directly with student
- Faculty members, including professors, adjuncts, lecturers, associate/assistant instructors (AI's) and teaching assistants (TA's)
- Graduate research assistants
- Resident life directors
- Resident assistants
- All supervisory staff

These persons are responsible for promptly reporting incidents of sex discrimination and sexual harassment that come to his or her attention.

You may report specific complaints, or, when someone is concerned about the conduct of a particular University employee but no specific complaint has been made. Such concerns may be forwarded to the Office of Institutional Equity, or the Office of the Dean of Student for discussion and potential investigation.

Complaints or allegations of **student-on-student** sex discrimination, sexual harassment (including sexual violence) or sexual misconduct will be handled by the **Office of the Dean of Students**.

For more detailed information regarding the procedures for reporting a grievance, see the following policies, as outlined in the *Institutional Rules on Student Services and Activities*, found in the *General Information Catalog* 2015-16:

Appendix C, Chapter 11: Student Discipline and Conduct

<http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

Appendix D: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking

<http://catalog.utexas.edu/general-information/appendices/appendix-d/>

Appendix F: Policy on Consensual Relationships

<http://catalog.utexas.edu/general-information/appendices/appendix-f/>

Appendix I: Nondiscrimination Policy

<http://catalog.utexas.edu/general-information/appendices/appendix-i/>

Appendix J: Prohibition of Campus Violence

<http://catalog.utexas.edu/general-information/appendices/appendix-j/>

Complaints or allegations of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by **employees, contractors, or visitors** will be handled by the **Office of Institutional Equity**.

For more detailed information regarding the procedures for reporting a complaint, see the following policies, as outlined in the *Handbook of Operating Procedures*, available at www.policies.utexas.edu/policies

3-3020 Nondiscrimination Policy

<http://www.policies.utexas.edu/policies/nondiscrimination-policy>

3-3031 Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking

<http://www.policies.utexas.edu/policies/sex-discrimination-and-sexual-harassment>

3-3050 Consensual Relationships

<https://policies.utexas.edu/policies/consensual-relationships>

Cases of sexual violence may also be reported to the University of Texas Police Department at (512) 471-4441 (non-emergency), 911 for emergencies, or www.utexas.edu/police/; or to the City of Austin Police Department at (512) 974-5750 (non-emergency) or 911 austintexas.gov/departments/police and other local law enforcement authorities. The Title IX Coordinator or Deputy Title IX Coordinator can assist individuals with contacting these law enforcement agencies and/or can accompany individuals wishing to file a report with one of these agencies.

Complaints of sex discrimination or sexual harassment, including sexual violence, may also be referred to the U.S. Department of Education, Office for Civil Rights. For more information, visit the U.S. Department of Education's website at <http://www.hhs.gov/ocr/civilrights/complaints/index.html>.

USE OF ALCOHOL AND DRUGS

The fact that the student accused of sexual assault was under the influence of drugs or alcohol at the time of the assault will not diminish the student's responsibility for a violation of the *Institutional Rules on Student Services and Activities*, nor shall being under the influence of alcohol or drugs be construed as an invitation to or as implied consent for unwanted sexual advances.

CONFIDENTIALITY

The confidentiality of a complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct, and all documents, correspondence, and notes of interviews and discussions related to the investigation of a complaint will be maintained, on a need-to-know basis, to the extent permitted by law. Documentation related to the resolution of complaints or incidents of sex

discrimination, sexual harassment (including sexual violence) and sexual misconduct will be maintained by the Office of the Dean of Students, and the Office of Institutional Equity as appropriate.

RETALIATION

Students, faculty and staff members are prohibited from retaliating in any way against an individual who has brought a complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct; or against any individual who has participated in an investigation of such complaints. Please note, a student, faculty or staff member who retaliates in any way against an individual who has brought a complaint pursuant to University sexual discrimination, harassment, or misconduct policy or participated in an investigation of such a complaint, is subject to disciplinary action, up to and including dismissal from the University.

FILING OF FALSE COMPLAINTS

Any person who knowingly and intentionally files a false complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct is subject to disciplinary action, up to and including dismissal from the University.

CAMPUS RESOURCES

University Compliance Services (512) 232-7055 <http://www.utexas.edu/compliance/>

- Title IX Coordinator is available to receive your report and answer questions
- Provides a twenty-four hour hotline for anonymous reporting: 1-877-507-7321
- Offers an online reporting mechanism: <http://www.reportlineweb.com/utaustin>

Student Emergency Service (512) 471-5017 <http://deanofstudents.utexas.edu/emergency/>

- Deputy Title IX Coordinator is available to receive your report and answer questions
- May provide limited emergency funds
- Assists with academic or classroom issues
- Provides referrals within the University and in the Austin area when necessary

Office of Institutional Equity (512) 471-1849 www.utexas.edu/equity

- Deputy Title IX Coordinator is available to receive your report and answer questions
- Investigates claims of discrimination regarding employment matters
- Provides resolution of discrimination problems in the workplace
- Provides educational training and educational initiatives for departments and units
- Provides referrals within the University and in the Austin area when necessary

Student Judicial Services (512) 471-2841 <http://deanofstudents.utexas.edu/sjs>

- Provides student conduct process for the hearing of policy violations
- Provides referrals within the University and in the Austin area when necessary

Title IX Training and Investigations (512) 471-2841 <http://deanofstudents.utexas.edu/sjs>

- Investigates claims of discrimination regarding student matters
- Provides referrals within the University and in the Austin area when necessary
- Provides training to campus community on Title IX related matters

University of Texas Police Department (512) 471-4441 <http://www.utexas.edu/police/>

- Where you file criminal reports (pseudonym is available to victims to shield your identity in the police report)
- Offers crime prevention presentations that include issues related to assault
- Publishes crime statistics information
- Teaches free Rape Aggression Defense (RAD) classes to any female University students, staff members, and faculty members

Counseling and Mental Health Center, Voices Against Violence Program (VAV) (512) 471-3515 <http://cmhc.utexas.edu/>

- Provides advocacy services to give information about safety, legal, housing, academic, and medical options
- Offers individual and group counseling service for survivors of sexual assault, relationship violence, and stalking
- Offers twenty-four hour telephone counseling service at (512) 471-CALL (471-2255)
- Offers interactive peer theatre educational programming that addresses the complex issues surrounding sexual assault on campus
- Provides opportunities for student involvement in programming throughout the academic year
- Provides training that is customized for faculty, staff and/or students
- Manages VAV Survivor Emergency Fund

Employee Assistance Program (EAP) (512) 471-3366 <http://www.utexas.edu/hr/eap/>

- EAP provides confidential brief counseling sessions, crisis intervention, and assessment and referral from experienced licensed psychologists and social workers
- If it is after normal business hours and you are in crisis, you can reach the after-hours counseling services at 512-471-3399 to speak to a crisis counselor

Human Resources (512) 471-HRSC or (800) 687-4178 <http://www.utexas.edu/hr/>

- For employee complaints, find your HR Representative <http://www.utexas.edu/hr/hrpro/lookup/>

University Health Services (512) 471-4955 <http://healthyhorns.utexas.edu/>

- Twenty-four hour Nurse Advice Line: (512) 475-NURS (475-6877)
- Health Promotion Resource Center: (512) 475-8252
- Provides general exams to treat injuries, both internal and external
- Performs testing for sexually transmitted infections after an assault
- Distributes educational and prevention information

Behavior Concerns Advice Line (512) 232-5050 <https://www.utexas.edu/safety/bcal/>

- Allows members of the University community to discuss their concerns about an individual's behavior
- Offers a centralized resource that is available twenty-four hours a day for anyone who is not sure how to help a person he or she is concerned about
- Operates as a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center, the Employee Assistance Program, and The University of Texas Police Department

COMMUNITY RESOURCES

SafePlace (512) 267-SAFE (267-7233) <http://www.safeplace.org/>

- Operates a twenty-four hour hotline
- Provides individuals who have experienced a sexual assault a place to receive the forensic medical exam by a Sexual Assault Nurse Examiner (SANE)
- Offers individual and group therapy for individuals who have experienced sexual assault and/or domestic violence
- Provides domestic violence shelter services

Austin Police Department 911 <http://www.ci.austin.tx.us/police/>

- 911 calls provides emergency response and takes reports of sexual assaults
- Offers Victim Services counselors at (512) 974-5037

National Sexual Assault Online Hotline <http://www.rainn.org/get-help/national-sexual-assault-online-hotline>

- Provides online crisis support
- the hotline provides live, secure, anonymous crisis support for victims of sexual violence, their friends, and families twenty-four hours a day

For more information about sex discrimination, sexual harassment (including sexual violence), dating violence, domestic violence, stalking, or sexual misconduct, please contact:

Institutional Title IX Coordinator, University Compliance Services, 2.206 University Administration (UTA), 1616 Guadalupe Street, 512-232-3992, titleix@austin.utexas.edu

Steve Hicks School of Social Work Faculty List 2020-2021

ARMOUR, Marilyn	BA, Bard College MSW, University of Minnesota PhD, University of Minnesota	Clinical interventions with individuals, couples, and families; Clinical supervision; Cross Cultural supervision; Professional ethics and boundaries; Restorative justice; Research on families of homicide victims; Qualitative research methods
ASSEFF, Joan	BS and BA, Louisiana State University MSSW, The University of Texas at Austin	Gerontology, treatment of depression and psychosocial problems; social policy and implementation; grief and loss, resiliency and coping skills
BUSCH-ARMENDARIZ, Noel	BA, High Point University MSW, University of South Carolina MPA, University of South Carolina PhD, University of South Carolina	Violence against women and children; social and public policy; social justice; international social work education, training and practice; and adoption and child welfare issues
CALBOW, Eboni Lunsford	BS, University of Florida MLAS, The University of Texas at Austin MSSW, The University of Texas at Austin	School social work, educational equity and student retention, and trauma
CALZADA, Esther	BA, Duke University PhD, University of Florida	Prevention of behavior disorders especially in young children; family processes in Latino populations; acculturation in Latino populations; models of parent across cultures
CASTRO, Yessenia	BA, University of Southern California MS, Florida State University PhD, Florida State University	Interventions for health risk behaviors; effects of cultural factors, gender, and race/ethnicity on health behavior; Latino health; psychometrics
CHOI, Namkee	BA, Ewha University MA, Ewha University MSW, University of Minnesota PhD, University of California at Berkeley	Gerontology, Social Security and income maintenance, mental health of older persons, evaluation of human service programs
COLE, Allan	AB, Davidson College MS-Social Work, Columbia University MDiv & PhD, Princeton Theological Seminary	Anxiety disorders; bereavement; psychosocial development of boys and men; social work and spirituality; organizational leadership

CONWAY, Fiona	BA, New York University MSW, Rutgers, The State University of New Jersey PhD, Rutgers, The State University of New Jersey	Biobehavioral interventions for health risk behaviors; treatments for trauma and stress-related disorders; athlete health; sports social work; violence prevention
CUBBIN, Catherine	Honors Program, Temple University BA, University of Pennsylvania PhD, Johns Hopkins University	Health and Social Policy; social epidemiology; social inequalities in health; socioeconomic
DE LUCA, Susan	BA, Kent State University MSW, University of Michigan PhD, Ohio State University	Mental health; adolescence; cross-cultural issues; suicide
DINITTO, Diana	BA, Barry College, Florida MSW, Florida State University PhD, Florida State University	Social welfare policy; chemical dependency; women's issues; sexual assault
FONG, Rowena Emerita	BA, Wellesley College MSW, University of California at Berkeley EdD, Harvard University	Child and family, Asian children mental health, human development
FRANKLIN, Cynthia	BSW, Texas Woman's University MSSW, University of Texas at Arlington MA, Spalding University PhD, University of Texas at Arlington	School social work; family therapy; clinical practice, assessment and measurement; integration of research and practice
GAITAN, Renè	BA, California State University San Bernardino MSSW, The University of Texas at Austin	Mental health; trauma informed care; child and family
GULBAS, Lauren	BA, University of Pennsylvania MA, University of Texas at San Antonio PhD, Southern Methodist University	Anthropology; cultural diversity; Latina adolescents and suicide; qualitative research
HERNANDEZ, Mercedes	BA, Loyola Marymount University MSW, California State University Long Beach PhD, University of Southern California	Mental health disparities; development of culturally competent evidence-based care for individuals with serious mental illness and their families; Latino mental health
HOLLERAN-STEIKER, Lori	BA, Duke University MSW, University of Pennsylvania Ph.D., Arizona State University	Substance abuse prevention, culturally grounded social work practice (esp. ethnic identity of Mexican American youth), adult and adolescent substance abuse, social work with groups.
HOUGH, Catherine	BSW, The University of Texas at Austin MSSW, The University of Texas at Austin	Medical social work, case management, supervision

JONES, Barbara	BA, University of Albany MSW, University of Albany Ph.D., University of Albany	Medical social work, pediatric palliative and end-of-life care, grief and bereavement
JORDAN, Stacey	BA, Wheaton College MSSW, The University of Texas at Austin	Public education policy, connections between educational research and practice
LAUDERDALE, Michael	BA, University of Oklahoma MS, University of Oklahoma PhD, University of Oklahoma	Administration and planning; child welfare; criminal justice; US/Mexico relations
LINSEISEN, Tammy	BA, The University of Texas at Austin MSSW, The University of Texas at Austin	Children's issues; adoption; field education
LUK, John	BA, University of California, Berkeley M.D., Hahnemann University School of Medicine (Drexel)	Pre-health professions education; medical education; interprofessional education
MACKALL, Abena	AB, Princeton University M.S.Ed. Hunter College of the City University of New York M.Sc. London School of Economics and Political Science EdD, Harvard Graduate School of Education	Social contexts of education and human development, juvenile/criminal justice, child welfare, poverty, qualitative methodologies, applied statistical methods
MAGANA, Sandy	BA, California State University, Sacramento MSW, California State University, San Bernardino PhD, Brandeis University	Cultural context of families who care for persons with disabilities and mental illness, families of children with autism spectrum disorders
MC KEE LOPEZ, Molly	BA, Southwestern University MS, Texas A&M University PhD, Texas A&M University	Research; behavioral health services for children and adolescents; CBT; dissemination of evidence-based practices
McROY, Ruth Emerita	BA, University of Kansas MSW, University of Kansas PhD, The University of Texas at Austin	Interpersonal helping theory and practice; social work practice with Black families; adoption; adolescent pregnancy; foster care; research
MUELLER, Elizabeth	BSFS, Georgetown University MCP, University of California, Berkeley, PhD, University of California, Berkeley,	Community development, housing, poverty, urban politics, qualitative methods
NOEL, Lailea	BA, University of Michigan MA, The University of Chicago PhD, Washington University in St. Louis	Health social work, cancer disparities, patient-provider communication, community-based participatory research, vulnerable populations

PADILLA, Yolanda	BA/BSW, The University of Texas at Austin MSSW, The University of Texas at Austin MA, University of Michigan PhD, University of Michigan	Poverty and public policy; integration of social work and social science; administration and planning
PARRA-CARDONA, Ruben	BS, ITESO University, Guadalajara, Mexico MA, Syracuse University PhD, Texas Tech University	Cultural adaptation of evidence-based parenting interventions for Latino populations; family therapy and family studies; services for intimate partner violence
POMEROY, Elizabeth	BA, University of North Carolina-Asheville MSW, UNC-Chapel Hill PhD, The University of Texas at Austin	AIDS; grief; gerontology, group work; women's issues
POSEL, Thea	BA, University of Colorado at Boulder JD, University of Colorado at Boulder	Court advocacy, mitigation, capital punishment defense
ROUNTREE, Michele	BA, Psychology, University of Arizona, MSW, Social Work, Boston University, PhD, Arizona State University	Health and mental health of women, particularly women of color, as it relates to the intersection between IPA (Intimate Partner Abuse), and HIV/AIDS; disparities related to race, gender and health.
SCHWAB, A. James Emerita	BA, North Texas State University MSSW, The University of Texas at Austin PhD, The University of Texas at Austin	Administration and planning; computer technology and applications
SHORKEY, Clayton Emerita	BA, University of Michigan MSW, University of Michigan PhD, University of Michigan	Interpersonal helping; audio visual media and methods; behavior therapy; Rational Emotive Therapy; child abuse; alcoholism and substance abuse
SIMMONS, Starla	BSW, University of Kansas MSSW, The University of Texas at Austin	Trauma informed practice with people of color; community organizing and advocacy
SLOAN, Sarah	BA, Texas A&M University MSSW, The University of Texas at Austin	Group psychotherapy; GLBTQ issues; grief and loss; leadership and organizational development
SMITH, Robin	BFA, The University of Texas at Austin MSSW, The University of Texas at Austin	Mental health; medical social work

SPARKS, Dede	BA, Southwest Texas State University MSW, Southwest Texas State University	Medical social work; palliative care; hospice work; cultural competence
SPENCE, Richard	BA, Oklahoma Baptist University MSSW, University of Texas at Austin PhD, University of Texas at Austin	Substance abuse; needs assessment for AOD services; Outcomes assessment and performance management for AOD treatment
SPRINGER, David	BA, Florida State University MSW, Florida State University PhD, Florida State University	Clinical assessment and intervention with adolescents and families; juvenile delinquency; substance-abusing adolescents; applied psychometric theory and scale development; group work; and intervention research
STREETER, Calvin	BS, Kearney State College MSW, Washington University in St. Louis PhD, Washington University in St. Louis	Organizational behavior; social administration; community organization; disaster planning preparedness
SWORDS, Sarah	BA, University of Rochester MSW, Simmons College of Social Work	Mental health; gerontology
VALDEZ, Carmen	BA, Universidad Centroamericana, El Salvador MS, Loyola College in Maryland PhD, The University of Texas at Austin	Community intervention research, population health
VELASQUEZ, Mary	BS, University of Houston, Clear Lake MA, University of Houston, Clear Lake PhD, University of Texas Health Science Center	Healthcare, Substance Abuse
VOHRA-GUPTA, Shetal	BA, The University of Texas at Austin MSW, University of Michigan at Ann Arbor PhD, University of Houston	Health disparities, social determinants of health, interpersonal violence, health policy, racial equity, critical race theory
VON STERNBERG, Kirk	BA, University of Houston MSW, University of Houston PhD, University of Texas Health Science Center	Healthcare, Criminal Justice, Substance Abuse

VOSS, Tanya	BA, The University of Texas at Austin MSSW, The University of Texas at Austin	Children and families; juvenile criminal justice; adolescent transition to adulthood; resiliency Field education
WHITE, Kari	BA, The University of New Mexico MA, University of Arizona MPH, Tulane University PhD, The University of Texas at Austin	Interrelationship between people's reproductive health behaviors and outcomes; health services and policies that shape access to care
WHITT, Ahmed	BA, University of Pennsylvania MSW, University of Pennsylvania PhD, University of North Carolina, Chapel Hill	Mental health; urban environments; minority adolescents and juvenile justice; geographic information systems
ZAYAS, Luis	BA, Manhattan College Liberal Arts MS, Columbia University Social Work MA, Columbia University M.Phil., Columbia University PhD, Columbia University	Clinical practice with adolescents and families; Psychosocial intervention research; childrearing, child socialization, and parent-child interaction in Hispanic families; integrating ethnicity, race, and culture in mental health assessment and treatment

