

DOCTORAL STUDENT HANDBOOK

Jane Addams College of Social Work
The University of Illinois at Chicago

Revised 08/08/11

JACSW/UIC reserves the right to make program changes as necessary.

Note: Students must be familiar with all Graduate College policies and regulations. Please review the Graduate College website frequently at: <http://www.uic.edu/depts/grad/>

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PUBLIC FORMAL GRIEVANCE PROCEDURES
UNIVERSITY OF ILLINOIS AT CHICAGO

(THESE GRIEVANCE PROCEDURES ARE FOR MEMBERS OF THE GENERAL PUBLIC. THE ACADEMIC GRIEVANCE PROCEDURES TO BE FOLLOWED BY STUDENTS ENROLLED IN THE JANE ADDAMS COLLEGE OF SOCIAL WORK ARE FOUND IN THE APPENDICES)

I. INTRODUCTION

These procedures have been implemented to address complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of University's programs.

II. ELIGIBILITY

These procedures may be used by any member of the public who alleges age (Under the Age Discrimination Act) or disability (Under Title II of the Americans with Disabilities Act) discrimination on the basis of class. However, anyone who wishes to challenge a decision made about them by an agent of the University of Illinois at Chicago (UIC) in the course of their employment or enrollment at UIC must utilize the UIC Academic Grievance Procedures.

III. DEFINITIONS

- A. **GRIEVANCE:** A written statement submitted by a Grievant identifying the activity, policy, rule, standard or method of administration he/she claims to be discriminatory on the basis of age and/or disability and explaining the manner in which that activity, policy, rule, standard or method of administration discriminates. All Grievances must be signed by the Grievant and must outline the Grievant's allegations in as much detail as possible.
- B. **GRIEVANT:** Any member of the public who submits a Grievance.
- C. **GRIEVANCE OFFICER:** The assigned investigator of the UIC Office for Access and Equity can be contacted at the address below:

Office for Access and Equity (M/C 602)
809 South Marshfield Avenue, Room 718
Chicago, IL 60612-7207
(312) 996-8670 Fax (312) 413-0055
www.uic.edu/depts/oae
- D. **APPEALS OFFICER:** The Associate Chancellor for Access and Equity or his/her designee.
- E. **DAYS:** Any reference to "days" herein shall refer to business days (excluding weekends and federal holidays).
- F. **RECORD:** The complete record of a Grievance will consist of the original Grievance and any supporting information or documentation submitted with that Grievance, the Grievance Officer's findings, the Appeal (if any) and any additional information or documentation submitted with the Appeal, the Appeal Officer's findings, and any communications and notices relative to the Grievance. The Record will be maintained for at least five (5) years following the final decision.

III. GRIEVANCE PROCESS

- A. **FILING OF THE GRIEVANCE:** The Grievant must file his/her Grievance with the Grievance Officer no later than ten (10) days after he/she becomes aware of the offending activity, policy, standard or method of administration.
- B. **INVESTIGATION:** The Grievance Officer shall conduct an appropriate investigation of the issues raised in the Grievance. The Grievant shall be given an opportunity to submit any relevant evidence he/she may have to support the Grievance. Within fourteen days (14) of submission of the Grievance, the Grievance Officer shall issue his/her findings. In the event the Grievance Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she shall make recommendations for change(s) and shall coordinate the efforts for change(s) with the department/unit/college whose activity, policy, standard or method of administration is at issue. Furthermore, in the event that the individual was adversely affected by a decision made pursuant to a discriminatory process, policy, activity, standard or method of administration, the individual will be given the opportunity for the decision to be reconsidered according to the revised process, policy, etc... In those cases where the Grievance Officer finds no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 14-day time period. Said notice shall inform the Grievant of his/her right to appeal the finding to the Appeals Officer within five (5) days of receipt of the notice.

- C. APPEAL: An appeal of the Grievance Officer's findings must be in writing and must state the basis for the appeal, providing any additional evidence or information that may support the Grievant's claim of discrimination. The Appeals Officer shall review the Grievance Officer's record and any information/evidence submitted with the Appeal and shall issue findings within ten (10) days of receipt of the appeal. In the event the Appeals Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she shall make recommendations for changes. In those cases where the Appeals Officer finds no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 10-day time period. There shall be no further levels of review or appeal beyond the Appeals Officer.
- D. DEVIATION FROM THE PROCESS: Upon proof of extenuating circumstances, the Chancellor and only the Chancellor may approve a deviation from these procedures (e.g., extension of a deadline).

Effective date of policy is September 1, 2005

UIC and Jane Addams College Policies and Procedures Regarding Discrimination and Sexual Harassment

The commitment of the Jane Addams College of Social Work to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The policy of the Jane Addams College of Social Work is to comply fully with all federal and state nondiscrimination and equal opportunity laws, orders, and regulations. The College will not discriminate against any person because of race, color, national origin, ancestry, religion, age, sex, handicap, marital status, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

Among the forms of invidious discrimination prohibited are those based on sexual orientation.

Sexual harassment of students or employees will not be tolerated and actions will be taken to provide remedies when such harassment is discovered. The College environment must be free of sexual harassment in work and study.

Any member of the public who alleges age (under the Age Discrimination Employment Act) on the basis of class may refer to the Public Formal Grievance Procedures. The Public Formal Grievance Procedure addresses complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of a University program. Please refer to the policy located at www.uic.edu/depts/oea/Public_Formal_Grievance_Procedures_Option_221.doc or contact Caryn Bills, Deputy Associate Chancellor, The Office for Access and Equity.

For additional information or to file a complaint regarding discrimination, equal opportunity, affirmative action or sexual harassment, contact:

Associate Chancellor
Office of Access and Equity
809 South Marshfield Ave., Room 717MB
Chicago, IL 60612-7207
(312) 996-8670

Further, if you want to discuss a problem before taking action or need supportive counseling, consult one or more of the following:

UIC Counseling Service
2010 Student Services Building
1200 West Harrison Street
Chicago, Illinois
Telephone (312) 996-3490

Office of the Vice Chancellor for Student Affairs
Student Ombudsperson
2080 Student Services Building
1200 West Harrison Street
Chicago, Illinois
Telephone (312) 996-8145

Employee Assistance Service
214 Campus Health Services
914 South Wood Street
Chicago, Illinois
Telephone (312) 996-3588

In addition to the above, additional information can be obtained from, problems can be discussed with, and complaints about discrimination or harassment can be filed with:

Creasia Finney Hairston, Dean
Jane Addams College of Social Work
1040 West Harrison Street
Chicago, Illinois 60607-7134
Telephone (312) 996-3219

UIC and Jane Addams College Policies and Procedures Regarding Accommodations for Disabilities

Students needing accommodations for disabilities are to:

1. Go to the UIC Disability Resource Center, 1190 Student Services Building, to obtain confidential verification of the disability and to obtain a letter from the staff of that office describing the recommended accommodation.
2. Show the accommodation letter prepared by the Disability Services staff to the instructor of each classroom course for which accommodation is requested. If accommodation is requested for field instruction, the accommodation letter is to be shown either to the Jane Addams College Director of Field Instruction or the college liaison faculty assigned to the student.
3. The accommodation letter should be shown prior to the start of the semester in which accommodations are desired and, in the case of field instruction, should be shown during the period in which field placements are being planned.

For further information regarding Jane Addams College of Social Work and disability accommodations, you may contact:

Associate Dean for Academic Affairs and Student Services
4329 EPASW Building (MC 309)
(312) 996-3034

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at UIC.

If you have problems you may contact:

Patricia A. Gill
ADA Coordinator
717 Marshfield Avenue Building (MC 602)
UIC
(312) 996-8670

Regarding issues related to disabilities, you may contact:
UIC Disability Resource Center
1190 Student Services Building (MC 321)
(312) 413-2183

INTRODUCTION

The mission of the Jane Addams College of Social Work is to educate professional social workers, develop knowledge, and provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic minorities, and other at risk urban populations. Consistent with this mission and the Jane Addams' Hull House tradition, the PhD Program in Social Work attempts to respond to the urgent demand for more effective human services, the need for changes in social policy, and the growth in social work education. The program is designed to support the development of scholars of social and economic justice, providing students with the knowledge and skills for advancing social work practice theory and research and for development and direction of social welfare programs. It provides for two broad research tracks—social policy and administration, and social work practice theory—within which a more specialized area of individualized study is selected.

Although most students admitted to the program hold the Master of Social Work degree, applications from persons with advanced degrees in other human service professions are considered. Persons admitted without the Master of Social Work (MSW) degree are required to complete all requirements for the master's degree before beginning doctoral courses. Such students must perform well academically while taking MSW courses, achieving a grade point average (GPA) of at least 3.50 on a 4.0 scale. If a GPA of 3.50 is not achieved, the student will not be allowed to continue with Ph.D. level work.

Objectives

Program objectives include:

- A broad understanding of major trends and issues in policy and practice.
- Knowledge of some substantive area relevant to social work or social welfare (e.g., aging, education, health, law, mental health, personality, family, economics, public health, public policy or women's studies).
- Competence in conducting research that advances policy and/or practice in some area of social work or social welfare.

Major Activities

The doctoral program usually involves a minimum of three years of study. The major emphasis in each year is summarized below and presented in detail in the sections that follow:

YEAR 1

- Complete required core social work courses, except Dissertation Proseminar

YEAR 1 OR 2

- Pursue course of study to support substantive area and research interest
- Complete residency requirement

YEAR 2

- Summer before Year 2—Complete Qualifying Examinations
- Complete Dissertation Proseminar

YEAR 3-4

- Prepare dissertation proposal
- Secure approval of dissertation proposal at hearing
- (For reduced load students, complete coursework)
- Dissertation research or defense

YEAR 5-7

- Continuation of dissertation research or defense if required

Students admitted with an MSW must complete all degree requirements within seven consecutive calendar years after initial registration as a doctoral student. A student who is admitted without an MSW degree and proceeds directly to the PhD program must complete all Ph.D. degree requirements within nine consecutive calendar years of initial registration in the program.

Full-time students generally complete coursework in two years. Students may also register as reduced-load students; in this case, they typically spread coursework over 3 years, but still must meet the same residency and deadline requirements as do full-time students.

Residency

The Ph.D. program requires one year's full-time residency, defined as nine or more credits earned at the University of Illinois at Chicago in each of two consecutive terms. (Full-time registration in Jane Addams College requires at least twelve credits). Summer semester registration of six credits can count toward residency. Residency must begin no later than the Fall semester of the student's second year. For students who enter without the MSW, full time MSW coursework meets the residency requirement. Permission to use dissertation credit toward fulfilling the residency requirement must be petitioned by the student and approved by the Director of the Doctoral Program.

REQUIREMENTS

Registration Requirements

Registration procedures and class offerings are published online at <http://www.uic.edu/depts/ims/classschedule/> each semester and graduate students are responsible for the complete and accurate processing of their registration according to the guidelines published therein. Graduate students who fail to register for two terms consecutively (excluding summer) without taking an approved leave of absence forfeit their admission to the Graduate College. Like students who have officially withdrawn from the University, they must reapply for admission to the Graduate College. Readmission is not guaranteed.

Students who have passed their dissertation proposal hearing are required to register every term except summer; students who schedule proposal hearings or dissertation defenses in the summer must register for that term.

Advising

Faculty members are assigned as academic advisors to incoming doctoral students. When the student chooses a dissertation topic the advisor role shifts to the faculty member who will serve as chairperson of the research. Students who desire a change in advisors should contact the Director of the Doctoral Program.

Credit Requirements

For students entering the program in Fall 2008, or later:

Total credits required for graduation total 96. Students receive 32 hours of credit toward that total for the MSW, so at least 64 additional credits are required for graduation. These include required courses within Jane Addams College, required course work outside the College, elective coursework, and dissertation credit.

Required coursework within Jane Addams College includes:

SocW 508: Models of Social Work Scholarship & Knowledge Development I, 3 credit hours
SocW 509: Models of Social Work Scholarship & Knowledge Development II, 3 credit hours
SocW 577: Social Welfare History (offered only alternate years), 3 credit hours
SocW 590: Analysis of Social Work Practice Approaches, 3 credit hours
SocW 591: Social Welfare Policy Analysis and Development, 3 credit hours
SocW 593: Quantitative Methods in Social Work Research (or equivalent), 3 credit hours
SocW 594: Dissertation Proseminar in Social Work, 3 credit hours

Required coursework outside of Jane Addams College:

Students must complete at least 15 hours of graduate level credit outside the College. At least six of these credits must be in advanced statistics, and at least nine must be in a single substantive area that is supportive of planned dissertation work. A statement describing the identified focus of study, signed by the advisor, must be placed in the student's file prior to the proposal hearing.

Elective coursework:

In addition to the above requirements, at least 6 additional coursework credits, which may be taken either inside or outside of Jane Addams College are required. At least 3 of these credits must be in research methodology supportive of planned dissertation work. Elective proseminars in Social Work Education, Evaluation Research, Intervention Research, and other areas are offered on a regular basis within Jane Addams College.

Dissertation research hours:

Students who are working on their proposals or dissertations enroll in SocW 599 (dissertation research). Students must register for at least 22 hours of dissertation research credit prior to graduation. Following completion of all credit requirements and the proposal hearing, students may petition to register for zero hours through the doctoral office. The petition, which must also be approved by the Graduate College, must be submitted prior to the beginning of the term in which zero hours registration is desired.

For students entering the program in Fall 2002 through Fall 2007:

Total credits required for graduation total 96. Students receive 32 hours of credit toward that total for the MSW, so at least 64 additional credits are required for graduation. These include required courses within Jane Addams College, required course work outside the College, elective coursework, and dissertation credit.

Required coursework within Jane Addams College includes:

SocW 577: Social Welfare History (offered only alternate years) - 3 credit hours
SocW 590: Analysis of Social Work Practice Approaches - 3 credit hours
SocW 591: Social Welfare Policy Analysis and Development - 3 credit hours
SocW 592: Models of Social Work Scholarship and Knowledge Development - 3 credit hours
SocW 593: Quantitative Methods in Social Work Research (or equivalent) - 3 credit hours
SocW 594: Dissertation Proseminar in Social Work - 3 credit hours

Required coursework outside of Jane Addams College:

Students must complete at least 15 hours of graduate level credit outside the College. At least six of these credits must be in advanced statistics, and at least nine must be in a single substantive area that is supportive of planned dissertation work. A statement describing the identified focus of study, signed by the advisor, must be placed in the student's file prior to the proposal hearing.

Elective coursework:

In addition to the above requirements, at least 9 additional coursework credits, which may be taken either inside or outside of Jane Addams College are required. At least 3 of these credits must be in research methodology supportive of planned dissertation work. Elective proseminars in Social Work Education, Evaluation Research, Intervention Research, and other areas are offered on a regular basis within Jane Addams College.

Dissertation research hours:

Students who are working on their proposals or dissertations enroll in SocW 599 (dissertation research). Students must register for at least 22 hours of dissertation research credit prior to graduation. Following completion of all credit requirements and the proposal hearing, students may petition to register for zero hours through the doctoral office. The petition, which must also be approved by the Graduate College, must be submitted prior to the beginning of the term in which zero hours registration is desired.

For students entering the program prior to Fall 2002:

Total credits required for graduation total 96. Students receive 32 hours of credit toward that total for the MSW, so at least 64 additional credits are required for graduation. These include required courses within Jane Addams College, required course work outside the College, elective coursework, and dissertation credit.

Required coursework within Jane Addams College includes:

SocW 590: Analysis of Social Work Practice Models - 3 credit hours
SocW 591: Social Welfare Policy Analysis and Development - 3 credit hours
SocW 592: Social Work Research Models and Knowledge Building – 3 credit hours
SocW 593: Quantitative Methods in Social Work Research - 3 credit hours
SocW 594: Dissertation Proseminar in Social Work - 3 credit hours

Required coursework outside Jane Addams College:

In addition, student must take at least 15 hours of graduate level credit outside the College. At least three of these courses must be in a single substantive area that is supportive of planned dissertation work. A statement describing the identified focus of study, signed by the advisor, must be placed in the student's file prior to the proposal hearing.

Elective coursework:

In addition to the above requirements, at least 9 additional coursework credits, which may be taken either inside or outside of Jane Addams College, are required. Elective proseminars in Social Work Education, Evaluation Research, Intervention Research, and other areas are

offered on a regular basis within Jane Addams College.

Dissertation research hours:

Students who are working on their proposals or dissertations enroll in SocW 599 (dissertation research). Students must register for at least 22 hours of dissertation research credit prior to graduation; no more than 25 hours of dissertation research credit may be counted toward graduation, although more may be taken. In order to register for SocW 599, students must complete a "Proposed Course of Study Form" (available from the doctoral office and online), secure the approval and signature of the adviser and then submit the form to the doctoral office.

Following completion of all credit requirements and the proposal hearing, students may petition to register for zero hours through the doctoral office. The petition, which must be approved by the Graduate College, must be submitted prior to the beginning of the term in which zero hours registration is desired. More detailed information regarding zero hours registration is available on the Graduate College webpage.

Grades

The following system is used for course grades and evaluations of transcripts:

A - 4 grade points per credit hour

B - 3 grade points per credit hour

C - 2 grade points per credit hour

D - 1 grade points per credit hour (not accepted as degree credit)

F - 0 grade point per credit hour (failing grade, not accepted as degree credit)

Note: Credit toward a graduate degree is only given for courses in which a student receives a grade of A, B, C, or S.

DF - Grade temporarily deferred. Deferred grades may be used only for thesis courses and continuing seminar and sequential courses. At the end of a continuing course sequence, the deferred grade for all terms must be converted either to specific letter grades (A-F), to an I (Incomplete), or to an S (Satisfactory) or U (Unsatisfactory) in thesis research courses or specifically approved courses.

I - Incomplete. An incomplete grade may be given only if, for reasons beyond the student's control, required work has not been completed by the end of the term and the student has received permission from the professor. **An I must be removed by the end of the next term in which the student is registered (including summer)¹, or within twelve months of the end of the term in which the I was received, whichever occurs sooner. Course instructors may require an earlier deadline.** An I that is not removed by the deadline will remain on the student's record as an I, with no credit earned. A course in which an I was received and not removed by the deadline may be repeated for credit only once.

NR - Grade is missing or was not submitted by instructor.

S – Satisfactory

W - Officially withdrawn from the course without penalty.

¹ Note: The Graduate College allows 12 months to remove an I, but the doctoral program adheres to the policy described here.

Repetition of Courses

A student may repeat a course for credit if:

1. The course is designated in the [Schedule of Classes](#) with the phrase "May be repeated for credit."
2. The course is one in which a grade of D, E, F, or U was received. In such cases the course can be repeated only once and counted only once toward the degree requirements; the original grade continues to be included in the computation of the Graduate Degree GPA. The approval of both the instructor who will give the course and the director of graduate studies is required.
3. The course is one in which a student has received a permanent Incomplete (I)

Grade Changes

In accord with Graduate College and Jane Addams College policies, a submitted grade may be changed only if the instructor made an error when calculating or initially submitting the grade. The policy for changing grades of I is listed above.

Student Review and Probation

The academic progress of all doctoral students is reviewed at least once a year at the end of the spring semester. Additional reviews may occur at the discretion of the Doctoral Director if it is believed that the student is in jeopardy of not finishing the program or of being dismissed from it.

Students who receive more than one grade of "C" or lower as final grades in required core doctoral courses (SocW 577, 508, 509, 590, 591, 592, 593, and 594) will be dismissed from the program. In addition, students must maintain a cumulative grade point average of at least 3.00 in all graduate work. Transfer and extension credit is not computed in the cumulative grade point average. If the cumulative grade point average falls below 3.00, the student is sent a warning letter by the Graduate College. The student has two successive terms of enrollment (including summer, if registered) to remove themselves from probation. Students who fail to raise the average to 3.00 or to otherwise fulfill the terms of their probation within the deadline will be dismissed from the University. The Graduate College issues probation and dismissal notices to students.

The Jane Addams College may establish and apply additional criteria for student performance. For example, if a student has an excessive number of incomplete grades the student may not be permitted to register until the courses have been completed or may be required to register for a lighter course load to remove the incomplete grades.

Qualifying Examination

Students demonstrate basic knowledge and competence to pursue their dissertation research by successfully passing qualifying examinations. Students take an examination in either Social Policy or Practice, choosing their examination area based on the focus of their anticipated dissertation research. All students also take a Research examination. The examinations are administered each summer and full-time students take them during the summer after the first year of coursework. Part-time students take the examination once they have completed SocW 508, 509, 590, 591, 592, and 593. **Students may not register for SocW 594 if they have not passed the qualifying examinations.**

Students are given reading lists which specify the core material they will be responsible for knowing on the qualifying examinations, but the examinations are not limited to content from the reading list. Examinations assume competence with all of the content of required core courses, and beginning competence in social work scholarship broadly defined. Students who fail the qualifying examination are permitted only one retake. Failure to pass this retake examination results in dismissal of the student from the program.

DISSERTATION

Choice of Dissertation Topics

The candidate for a doctoral degree must demonstrate capacity for independent research by the presentation of an original theme on a topic within the major field of study. Students are encouraged to develop a topic related to ongoing research or research interests of a faculty member with whom they would like to work.

The Dissertation Proposal Hearing (Preliminary Examination)

Students must have completed 9 semester hours in outside departments related to their area of interest before they are eligible for the proposal hearing. The first step is the selection of a topic and the selection of a faculty member who agrees to help develop the proposal and serve as chairperson of the dissertation. The chairperson of the committee must be a member of the Jane Addams College faculty and also a member of the Graduate Faculty. A list of faculty eligible to serve as chairpersons is available from the Doctoral Program Director.

The final hearing document should briefly state the background of the problem, the purpose of the research, and related literature reviewed. It should offer a concise and clear statement of the problem including hypotheses or research questions, and should concentrate on the proposed research design, including the sample, the instruments and other measuring devices, and plans for data analysis. The proposal should be no more than 50 pages in length, and may be shorter.

The hearing committee must consist of at least five persons, all of whom must ordinarily have the doctorate and be recognized scholars. Two members must be tenured UIC faculty, and at least three members of the hearing committee must be from the College of Social Work. The inclusion of one faculty member from outside the College of Social Work is recommended. The outside member may be from an institution other than the University of Illinois at Chicago.

Prior to asking faculty members to participate on a committee, the chairperson should consult with the Director of the Doctoral program. A copy of the draft proposal should be given to potential committee members to assist the faculty member in deciding whether he or she can contribute to the student's research. The proposal chairperson will submit a Committee Recommendation Form to the Doctoral Director for approval **at least four weeks prior to the desired proposal hearing date**. The Director will then submit the form to the Dean of the College, who also must approve the committee. After all required approvals are obtained, the Doctoral Office will submit the form to the Graduate College for their approval. The Graduate College officially appoints the committee. Proposal hearings may not be conducted until the Graduate College has approved and constituted the committee.

Students should consult with committee members informally in the development of their proposal when the Chair indicates the proposal is ready for this consultation. After the proposal receives approval of the chairperson, copies must be submitted to committee members. Within three weeks, members of the committee will vote as to whether the proposal is ready for a hearing. All but one committee member must agree that a hearing is in order before it can be held. At the point that this agreement is reached, a hearing date is set. At the hearing, the committee members will ask questions following the organization of the dissertation proposal so that the hearing proceeds in a logical order. The need for the research and the review of the literature are first, followed by the details of the design and methodology. Customarily all committee members must be present for the examination. Proposal hearings are not open to the public.

One of the following actions is taken by the committee in response to the hearing: Pass, Fail, or Second Examination recommended.

Use of Human Subjects

Proposals for use of human subjects must follow the University guidelines and must be approved by the University's Institutional Review Board before any work with human subjects begins. Some agencies that may provide data require review of proposals by their own human subjects committee. Proof of Institutional Review Board approval will be required by the Graduate College when a student submits the final dissertation.

Working with Agencies

Students who intend to use the clients or staff of an agency as respondents for research need to work out full details with agency administrators who will later have to approve the project. Neither the researcher nor the agency can compel a client or staff member to participate in a study. The student must agree to provide the agency with a copy of the study, interpret it to the staff, and agree to any special data analysis that the agency may require. A written agreement with the agency or agencies involved must be signed before data gathering begins. Any modifications must be by mutual written agreement.

Preparing the Dissertation

The next step after the proposal hearing is to select the members of the dissertation committee, ordinarily the same persons who have served on the hearing committee. The requirements for composition of the final dissertation committee are similar to those for the proposal hearing expect that there must be at least one outside member for the final defense. Procedures for dissertation hearing committee selection are the same as for the proposal hearing committee. A new committee recommendation form must be filed at least one month before the defense, even if all members are the same as for the proposal hearing.

The student's primary resource person should be the dissertation chairperson. Initial drafts of chapters of the dissertation should be presented first to the chairperson. Any major difficulties should be resolved by the chairperson and the student. Students are discouraged from consulting with several faculty members simultaneously unless one of the committee members has unique expertise necessary to the student's work or unless instructed to do by their chairperson.

After discussing the dissertation drafts with the chairperson and after suggested revisions

are made, the student will give the draft to committee members. The student is encouraged to discuss the draft with them and should allow time to incorporate suggestions made. If committee members recommend substantial changes in any aspect of the student's research, the changes should be discussed with the chairperson. Any difficulties should be resolved through the chairperson. The document given to the committee should include a table of contents, footnotes, references, and appendices. As in the case of the proposal hearing, and following the same procedures, committee members must agree that a candidate is ready for the dissertation defense.

The draft must be approved by the chairperson for distribution prior to the beginning of the semester in which the student plans to graduate. A graduation request form has to be filed with the Graduate College by the end of the second week of the semester in which the student plans to graduate.

A second Committee Recommendation Form must be completed and submitted to the Doctoral Program Office for the approval of the Dean of the College. After approvals, the Doctoral Office submits the form for final approval to the Graduate College. The student will begin the dissertation defense with a brief summary of the problem formulation, methodology, findings, and implications of the study. The questions will follow the order of the major topics of the dissertation. The range of decisions following the defense is the same as those for the proposal hearing; that is Pass, Fail, or Second Examination Required. Customarily, all committee members must be present for the examination. The dissertation defense is open to the public. Individuals who wish to attend are requested to notify the chairperson.

Final Dissertation

The final dissertation shall not be prepared until the student has passed the defense. The chairperson is responsible for ensuring that any changes recommended by the committee are carried out. Other committee members may make final approval of the dissertation contingent upon their review and approval of the revisions.

Students must use the University of Illinois at Chicago Thesis Manual for guidelines regarding the style and format of their dissertations. The Thesis Manual is available on the Graduate College website. Except for those areas specified in the Thesis Manual, students must use the current version of the Publication Manual of the American Psychological Association to format the dissertation. The student and the advisor are responsible for ensuring that all formatting is done correctly. The Doctoral Office must certify that the dissertation meets all formatting and quality requirements before it may be deposited electronically with the Graduate College. Dissertations in which errors are found will be returned to the student for further work, even if this results in a delay in graduation. Deadlines for depositing the dissertation with the Graduate College are published on the Graduate College website.

Distribution of the Dissertation

Copies of the dissertation must be filed according to Graduate College regulations, including submission to University Microfilms.

Publication of Material from the Dissertation

Doctoral graduates are encouraged to publish material from their dissertation through scholarly outlets, and to submit such material for publication within a reasonable period

after graduation. Collaborative arrangements between graduates and members of the faculty are encouraged. In such collaborative relationships, decisions regarding such issues as the writing responsibilities of the parties, the order of authorship on published materials, etc., are to be determined by discussion and agreement between the graduate and the faculty member. Under most circumstances, publication of dissertation material by a faculty member may not occur without the written permission of the student. The one exception to this policy occurs when the graduate's dissertation is part of a larger research project for which the faculty member serves in the role of principal investigator. In such situations, the faculty member (principal investigator) maintains control of the raw data.

OTHER TOPICS OF INTEREST TO STUDENTS

Recommended Courses

1. A doctoral course, SocW 595: Seminar on Social Work Education is offered at least every other year and is designed specifically for doctoral students who intend to pursue a teaching career.
2. SocW 596: Proseminar on Scheduled Topics and Issues in Social Work may also be offered as an elective, (2-4 hours).
3. Certain second-year M.S.W. courses in social policy, human behavior, administration and organization may be appropriate for individual doctoral students. Students should consult their faculty advisor and the instructor prior to registering. In addition, many second-year M.S.W. courses offered within JACSW can support the substantive area or methodology of doctoral dissertations.

Independent Study

A student may enroll for independent study in selected areas following consultation with his or her advisor and the instructor. Generally, independent studies are taken only when no course offerings will meet the student's need. Independent studies are typically taken for 3 credits but may be taken for fewer credits subject to approval by the Program Director. The Director of the Doctoral Program must approve registration for all independent studies regardless of the number of credits. Independent Study forms are available in the Office of Student Affairs.

300 Level Courses

Social work doctoral students may not register for 300-level or lower courses anywhere in the University for credit toward the degree.

Transfer of Credit

Consideration is given to the transfer of other graduate credit received in accredited institutions as long as the course was not credited toward another degree. The number of credit hours that may be transferred is determined on an individual basis. No more than 25 percent of the total hours required for the degree and only credits in which the student received a grade of A or B may be transferred. Ordinarily, credit earned more than six calendar years before admission is not transferred. For probation and graduation purposes, transfer of credit is not computed in the cumulative grade point average. Consideration is given to transfer of credit in two categories:

1. Previous graduate work for which a degree was not awarded.
2. Graduate work completed elsewhere after admission to UIC and for which a degree

was not awarded. Students considering taking courses elsewhere should consult their advisor in advance.

Transfer Procedures

A transcript showing grades and a certification from the registrar or college dean of the applicable institution attesting that the courses presented were on the graduate level and have not been used toward fulfillment of the requirements for a degree is required. A petition for transfer of credit should be submitted only after the student has completed at least eight semester hours of graduate work at UIC. The College evaluates the student's petition and makes its transfer recommendations to the Graduate College. The response to the petition will show the courses recommended for transfer by the College and the number of semester hours of credit approved.

Leave of Absence

A graduate student in good standing may be granted a leave of absence for up to one calendar year plus a summer session upon the recommendation of the Jane Addams College and approval of the Graduate College. The request must be submitted prior to the period of the leave, but not later than the 10th day of classes. The leave of absence form is obtained from the Doctoral Office.

Student Representation on Doctoral Committee

Policy development for the doctoral program is a responsibility of a standing committee of the College. The committee includes two elected student members, one representing first-year students and the other, and advanced students.

Student Ethics

Students are required to conform to the NASW Code of Ethics (see Appendix C) and to a supplementary College Code of Ethics covering plagiarism and other topics of special interest to students. The Student Code is included as Appendix A.

Financial Aid

The University of Illinois at Chicago offers six basic types of financial aid for graduate students: fellowships, assistantships, tuition and fee waivers, traineeships, loans, and employment. Applicants for these types of aid must be admitted to a graduate degree program or have a completed application pending. Eligibility for loans or employment are determined by the Office of Student Financial Aid or the Office of Personnel Services, and applications should be sent directly to these offices. In the administration of these programs and in selecting students for participation in them, the University of Illinois at Chicago adheres to the policy of nondiscrimination. A limited number of teaching and research assistantships are awarded to doctoral students each year. Tuition, fee waivers, and a stipend are available to students who receive teaching assistantships or research assistantships from UIC. By University policy, students who receive TA's or RA's must be enrolled for at least 8 semester hours of credit but Jane Addams College requires registration for 12 credits for these appointments. Teaching experience or potential for teaching, scholarship, and financial need are criteria in awarding teaching assistantships. Approximately 10 hours of work per week is expected of a teaching or research assistant appointed at the 25% level.

Students are encouraged to seek other sources of financial assistance as well, including research assistantships with faculty who have research grants or stipends from professional organizations and foundations, nationally sponsored fellowships, student loans, University Fellowships, and State of Illinois awards. There is a veteran's unit in the Office of Student Affairs to assist in determining whether any student may be eligible for veteran's benefits.

Emergency Grants for Graduate Students

Graduate students who experience an acute and unexpected short-term hardship are able to apply for an emergency grant of up to \$500. This program is being administered by the Graduate College in accordance with applicable University rules and policies. Funding for the Emergency Grant program comes from the Student-to-Student fee that is assessed to graduate students in Fall and Spring Semesters. More information is available on the Graduate College website.

Chicago Metropolitan Exchange Program

Effective with Fall 2011, the [Chicago Metropolitan Exchange Program](#) replaces the former CIC Traveling Scholar Program. This program is an agreement between Northwestern University, the University of Chicago and the University of Illinois at Chicago to allow graduate students in a doctoral program, or in a participating training program that is jointly supported by the Exchange Scholar's home and host institutions, to enroll at one of the three participating institutions to take advantage of academic courses at any of the other participating institutions that are not available at their home institution.

UIC students who would like to take a class at the University of Illinois at Urbana-Champaign or the University of Illinois at Springfield may use concurrent registration. Consult with the Registrar's Office at UIC for procedures and approvals.

As the vast majority of CIC Traveling Scholars from and to UIC involved the institutions listed above, the combination of the Chicago Metropolitan Exchange Program and concurrent registration within the U of I essentially replace the functions of the Traveling Scholars Program.

APPENDICES

Appendix A: Academic Grievance Policy and Procedures for Jane Addams College Students

Appendix B: Guidelines on Grievance Procedures for Complaints of Discrimination

Appendix C: University of Illinois Chicago Nondiscrimination Statement

Appendix D: Student Academic Grievance Form

Appendix E: Student Code of Conduct and Evaluation of Academic and Nonacademic Behavior

Appendix F: NASW Code of Ethics Link

Appendix G: Doctoral Dissertations of the Jane Addams College of Social Work

APPENDIX A

Academic Grievance Policy and Procedures for Jane Addams College Students

INTRODUCTION

These Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. *The procedures presented here are those adopted by UIC and are effective March 1, 2007.*

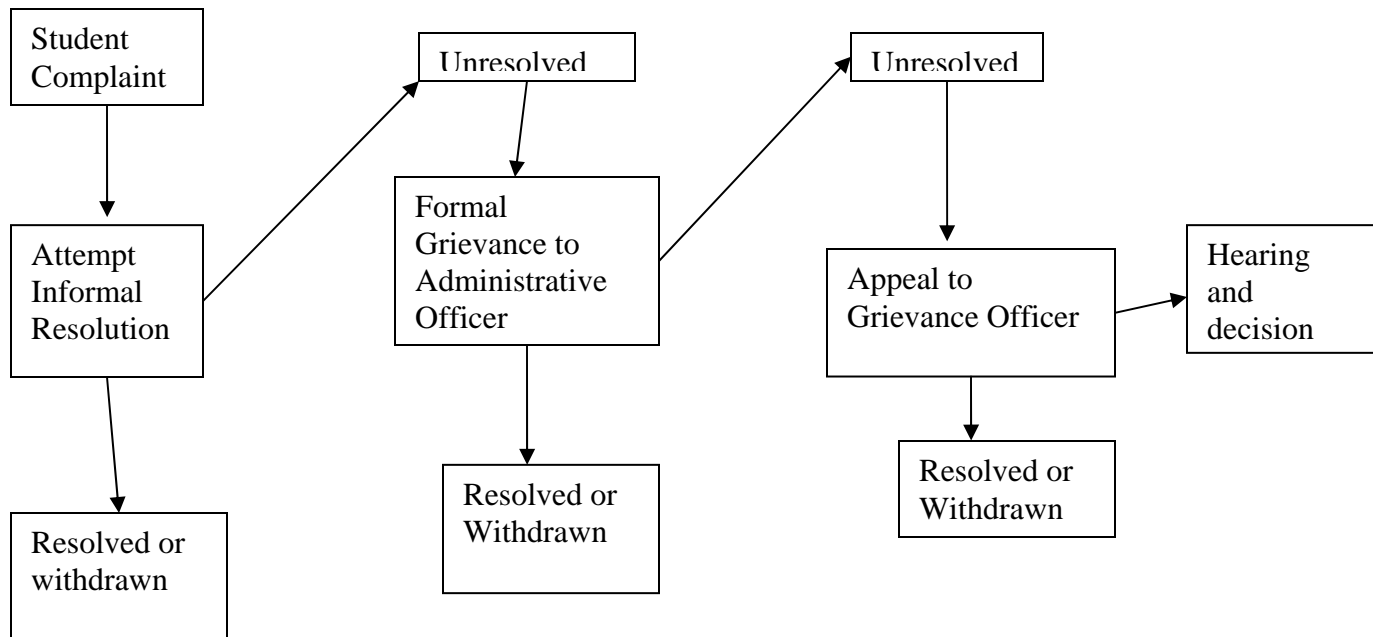
- Section I defines eligibility to use these Procedures.
- Section II describes informal processes which must be pursued before initiating a formal Grievance.
- Sections III through V outline the formal Grievance procedure itself.
- Section VI contains information that is essential to the proper interpretation and use of these Procedures and should be read carefully by any person involved in the handling of a Grievance.

Colleges, departments, and other units may extend or enhance the Student Academic Grievance Procedures in keeping with their accreditation or professional standards.

The University Guidelines on Grievance Procedures for Complaints of Discrimination at the University of Illinois (Appendix A) are considered to be part of these Student Academic Grievance Procedures. In the event of conflict between the Guidelines and these Procedures, the Guidelines will govern.

The following flowchart summarizes the Procedures:

Hearing and decision
Appeal to Grievance Officer
Resolved or withdrawn
Resolved or withdrawn
Formal Grievance to Administrative Officer
Unresolved
Student Complaint
Attempt informal resolution
Resolved or withdrawn
Unresolved



SECTION I. ELIGIBILITY

A. These Procedures may only be used by Students:

1. with a Complaint or Grievance regarding academic standing during their enrollment at UIC.
2. about an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of the University of Illinois-Chicago that directly and adversely affects the Student.

B. These Procedures may not be used:

1. in deciding or appealing issues relating to student discipline under the purview of the Senate Student Judiciary Committee;
2. in resolving any complaint, request, or question involving student records subject to campus procedures established under the Family Educational Rights and Privacy Act (FERPA) and contained in the Guidelines and Procedures Governing Student Records (http://www.uic.edu/depts/oar/rr/records_policy.shtml);
3. by applicants for admission;
4. in review of any decision by any university administrator or properly constituted board or committee relating to allocation of resources to support any unit's projects or programs.

DEFINITIONS

- A. Administrative Officer: generally, the person to whom the Respondent reports or other person designated by the unit/college/department to serve in that role. (In the case of a student enrolled in the Graduate College filing a Grievance against a department head, this is the Dean of the Graduate College.) **In the Jane Addams College of Social Work, the Administrative Officer is the Associate Dean for Academic Affairs and Student Services.**
- B. Complaint: an unwritten Grievance.
- C. Day(s): All references in these Procedures to time periods are to **calendar** days, not working or business days.
- D. Grievance: a written statement by a Grievant containing a description of the grounds for the complaint and a specification of the remedy sought.
- E. Grievant: the author of a Grievance.
- F. Grievance Officer: The person to whom the Administrative Officer normally reports, usually the Dean or the Dean's designate. (For students enrolled in the Graduate College, this is the Dean of the Graduate College.) She/he may also serve as the Hearing Officer. **In the Jane Addams College of Social Work, the Grievance Officer is the Dean of the College.**
- G. Hearing Officer: the individual designated to conduct a Hearing to investigate a Grievance. The Grievance Officer may serve as her/his own Hearing Officer. The Administrative Officer is not permitted to serve as the Hearing Officer.
- H. "In Writing": Throughout these Procedures, "in writing" should be understood to include email, except where a written signature is required.
- I. Respondent: the person who made the decision being grieved.

SECTION II. INFORMAL PROCEDURES

Whenever a Student has a Complaint, that Student is expected to attempt to resolve the matter informally. This attempt must include discussion of the complaint with the Administrative Officer. If the complaint involves a charge of unlawful discrimination,¹ the Office of Access and Equity must be informed by the Administrative Officer within sixty (60) days from the time of the decision being grieved.

¹ "The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations." See Appendix B and < <http://www.uic.edu/depts/oa/Nondiscrimination.htm>>.

SECTION III. FORMAL GRIEVANCE -- FIRST STEP

A. Submission of the Formal Grievance: If all reasonable informal efforts to resolve a Complaint fail, the Student may formalize the Complaint as a Grievance.

- 1. Grievance**: All Grievances must be (a) filed in writing, (b) signed and dated by the Grievant, and (c) accompanied by the Grievance Form (Appendix C) and contain or attach all supporting documentation at the time it is filed. The Grievant should fill

in as much of the Form as possible, though must minimally provide:

- a. a clear description of the decision being grieved;
- b. the basis or bases for challenging that decision;
- c. the identity of the party or parties who made the decision;
- d. the specific remedy or remedies requested; and
- e. a description of all informal resolution attempted.

2. Decisions: All decisions issued pursuant to a Grievance must be in writing and shall include all of the following:

- a. relevant findings of fact;
- b. conclusions and the reasons for the conclusions reached, and
- c. the remedy which is either granted or denied and/or any alternative remedies suggested.

3. Appeals/Reviews: All appeals or requests for review filed during a Grievance process must be in writing, must specify the decision being challenged and the basis or bases for that challenge, and must request a specific remedy.

4. Filing: No Grievance or appeal will be considered to be filed until the written Grievance or appeal is actually received by the appropriate University administrator. Limitations imposed upon the Grievant for filing appeals of decisions will be calculated from the date any decision is received by the Grievant, or is due, whichever date is earlier.

B. Filing Deadline: A Grievance must be filed by the Grievant with the Administrative Officer **(in the Jane Addams College of Social Work, the Associate Dean)** within sixty (60) days from the time of the decision being grieved. Informal efforts to resolve the complaint must occur within this sixty (60) day period. Grievants are encouraged to begin the process as soon as possible. If unlawful discrimination is alleged, the Administrative Officer must inform the Office of Access and Equity that the Grievance has been filed.

C. Role of Administrative Officer: Upon the receipt of a Grievance, the Administrative Officer must investigate the facts. The Administrative Officer may either grant or deny the remedy sought, or may provide other remedies. The Administrative Officer's decision must be issued, in writing, within thirty (30) days following her/his receipt of the Grievance.

D. Withdrawal or Resolution of Grievance: The Grievant may withdraw a Grievance at any time in writing. A Grievance may be settled and resolved by agreement between the Grievant and a University administrator serving in a review capacity under these Procedures at any time, provided that the University administrator has the authority to implement the decision(s) contained in the agreement. Once resolved or withdrawn, the Grievance may not be resubmitted or reinstated on the same substantive issue(s).

SECTION IV. FORMAL GRIEVANCE -- SECOND STEP

A. General: If the Administrative Officer does not grant a remedy acceptable to the Grievant, the Grievant may appeal the Administrative Officer's decision to the Grievance Officer **(in the Jane Addams College of Social Work, the Dean)**.

B. Deadline: This appeal must be submitted, in writing, to the Grievance Officer within fourteen (14) days following the Grievant's receipt of the Administrative Officer's decision.

C. Role of the Grievance Officer: The Grievance Officer, upon receipt of an appeal, will review the existing Grievance record, will uphold the decision or offer a different remedy, and may conduct further inquiry.

D. Deadline: Within fourteen (14) days of receipt of the appeal, the Grievance Officer must either grant a remedy acceptable to the Grievant or notify the Grievant that he/she may request a Hearing.

E. Request for Hearing: The request for a Hearing must be made within seven (7) days of the Grievance Officer's decision. A date for the Hearing must be established within fourteen (14) days of the Student's request for a Hearing. The Hearing must begin within thirty (30) days from the time the request for a Hearing is made by the Grievant.

F. Role of the Hearing Officer: In cases where a Hearing Officer is appointed by a Grievance Officer to act in her/his stead, the Hearing Officer's function is to render recommendations and advice to the Grievance Officer based on relevant information provided during the evaluation of the Grievance.

1. Charge to Hearing Officer: The charge to the Hearing Officer must be made by the Grievance Officer in writing and must specifically indicate issues which the Hearing Officer should address during the Hearing and in making findings of fact and recommendations.

2. Nature of Recommendations: The Grievance Officer shall not be bound by the recommendations or advice of the Hearing Officer.

G. Hearing Guidelines: The Hearing will be conducted by the Hearing Officer in an expeditious manner pursuant to the following guidelines:

1. Powers of the Hearing Officer: The Hearing Officer is empowered to rule on all procedural matters and on the relevance of witnesses and/or evidence. If unlawful discrimination is alleged, a representative of the Office of Access and Equity must be present at the Hearing.

2. Evidence: The Hearing Officer will be provided with all prior relevant documents and may request any additional information which is relevant to the issues of the Grievance. When unlawful discrimination is alleged, the Hearing Officer must consult with the Office of Access and Equity in advance of the Hearing.

3. Rights of the Grievant:

a. Advisor: A Grievant has the right to be accompanied by an advisor of her/his choice at any meeting or formal proceeding in the Grievance process, although the advisor may not address the Hearing Officer or witnesses. If the Grievant chooses an attorney for this purpose, a representative from the Office of University Counsel must be invited to be present to advise the Hearing Officer and/or Grievance Officer. If the Grievant chooses to be represented by an attorney, the Grievant or the Grievant's attorney must so notify the appropriate University administrator, in writing, at least seven (7) days prior to the date of any meeting or formal proceeding where the Grievant's attorney will be present.

b. Witnesses: The Grievant has the right to be heard at the Hearing and to present witnesses. Witnesses may also be presented by the Administrative Officer, by the Grievance Officer, or by the Hearing Officer. The list of requested witnesses must be submitted to the Hearing Officer no later than seven (7) days in advance of the Hearing, along with a description of their relevance.

4. Questioning of Parties/Witnesses: The Grievant and the Administrative Officer may question witnesses only through the Hearing Officer, when and as determined to be appropriate by the Hearing Officer. When unlawful discrimination is alleged, the representative of the Office of Access and Equity may pose questions relevant to the allegation(s).

5. Record of the Hearing: An electronic record of the Hearing will be made and preserved as a part of the complete record of the Grievance.

6. Participants: The Hearing will be closed to all but those individuals entitled by these Procedures to participate.

7. Close of the Hearing: When the Hearing Officer is satisfied that he/she has received information sufficient for him/her to make a decision/recommendations, the Hearing Officer shall officially close the Hearing.

H. Decision:

1. Where Hearing Officer and Grievance Officer Are Different: In cases where the Hearing Officer and Grievance Officers are different persons (see box, page 2), the Hearing Officer will report to the Grievance Officer her/his findings and recommendations within ten (10) days after the close of the Hearing. Within ten (10) days after receiving the findings and recommendations of the Hearing Officer, the Grievance Officer will either grant or deny the remedy sought, or provide other remedies, and will so inform the Grievant, along with future steps, if any.

2. Where Hearing Officer and Grievance Officer Are the Same: In cases where the Grievance Officer and the Hearing Officer are the same person, the Grievance Officer will either grant or deny the remedy sought, or provide other remedies, within fourteen (14) days after the close of the Hearing, and will so inform the Grievant, along with future steps, if any.

3. Finality of Decision: All decisions of the Grievance Officer are final except when it is alleged that there has been unlawful discrimination in the academic determination based on race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era.

4. Deviation from Procedures: A significant and demonstrable deviation from the procedures described herein may be reported to the Office of the Chancellor.

SECTION V. APPEAL TO THE CHANCELLOR

The decision rendered by the Grievance Officer cannot be appealed except in matters relating to academic determination, academic standing, or an academic program where a claim of unlawful discrimination has been made or where significant procedural errors are alleged, and where that claim has been reviewed in the appropriate college or school. Request for the review must be made within fourteen (14) days of the Grievance Officer's decision. Upon receipt of the appeal, the Chancellor or her/his designate will review the record and issue a decision within thirty (30) days. In doing so, the Chancellor or her/his designate may seek such advice and information as he/she deems necessary. The Chancellor's decision is final and no further appeal is available.

SECTION VI. RULES OF INTERPRETATION

A. Scope of Review: Any University administrator or faculty member serving in any review capacity at any stage in a formal Grievance process will consider relevant facts relating to the Grievance, will gather additional relevant facts if necessary, and will base her/his decision on the evidence. Further, in reviewing the facts and the circumstances of the Grievance, the University administrator will not be limited to the scope of prior decisions, but may review the entire Grievance and all facts relating to it.

B. Deviation from Procedures: In unusual circumstances, the Chancellor, at her/his sole discretion, may approve or direct a deviation from these Procedures. Examples

of such a deviation include postponement of a time limit or elimination or addition of a step in the process.

C. Grievance Record: The record of a Grievance will be held at each stage of the process by the person responsible for the conduct of the Grievance process at that stage and passed along to the person responsible for the next step, if any. The record of any Hearing will be made and kept by the Hearing Officer. The complete record of a Grievance will consist of the original Grievance; the record of each formal decision made at each step of the process, recorded on the Grievance Form; and all findings of fact, recommendations, and conclusions of any University administrator. The record of academic Grievances filed by Students is preserved by the college or school in which the Grievance was filed. A copy of the final decision must be provided to the Office of the Vice Chancellor for Academic Affairs. The record of a Grievance will be preserved in its entirety for at least five (5) years following the final resolution of the Grievance. After five years, maintenance or destruction of Grievance records will be handled in accordance with the policies of the University Archives Department, but a final copy of the decision will be permanently maintained in the Office of the Vice Chancellor for Academic Affairs. All documents which are made a part of the complete record of the Grievance will be accessible to the Grievant for review on written request.

D. Failure to Meet Deadlines: If, after a formal Grievance is filed, the University administrator charged with review of the Grievance fails to meet any deadline, the Grievant does not have to wait for that decision. Instead, the Grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the Grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the Grievant's favor. However, the Grievant may proceed to the next step. Any Grievant or complainant who fails to observe time limitations imposed by these Procedures will be bound by the decisions previously made.

Appendix B

Guidelines on Grievance Procedures for Complaints of Discrimination

These Guidelines are designed to cover grievance procedures for complaints by employees and concerning alleged discrimination by the University in violation of the University's nondiscrimination policy.

Each campus is responsible for developing and implementing its own grievance procedures in such matters within these Guidelines. A separate procedure will be established for University-level staff students, also within these Guidelines. When developed all campus and University grievance procedures are to be presented to the President of the University for approval prior to implementation.

A distinction is recognized between a *complaint* and a *grievance*. An employee or student may be said to have a complaint when some situation or event is viewed as unsatisfactory. Employees, supervisors and students are expected and encouraged to make every effort to resolve complaints informally as they arise. If a complaint cannot be satisfactorily resolved through an informal process, the complainant may reduce the matter to writing and file it promptly as a formal grievance.

To be effective, a grievance procedure must provide for a prompt fair and definitive resolution of the matter. The following Guidelines are applicable to formal grievance procedures relating to complaints that allege discrimination:

1. Final decisional authority on substantive and procedural issues related to a grievance initiated by a campus employee or student shall reside with either the Chancellor or a Vice Chancellor. Final decisional authority on substantive and procedural issues shall reside with either the President or a Vice President with respect to a grievance filed by a University-level employee or student. Procedures shall provide for an alternate procedure when a grievance is filed against one of these administrators.
2. Separate grievance procedures may be established, within these Guidelines, for different groups of employees, students and applicants (students and employees).
3. A time limit for filing a formal grievance shall be established, related to a specified number of days after the occurrence leading to the grievance or after the grievant was reasonably able to determine that the occurrence might affect the grievant's status; but this time limit shall not exceed one year for students and 180 days for employees. This time limit shall not preclude investigation of prior incidents tending to corroborate or refute a timely-filed grievance.
4. Grievance procedures shall require formal grievances to be in writing. Decisions at all levels, shall also be reduced to writing, and the basis for a decision shall be set forth.
5. Grievance procedures shall provide for consideration, decision, and appellate review, with a maximum of three separate tiers.
6. The grievant shall have at least one opportunity to present the grievance.
7. At each level of decision or appeal, the individual [or panel] charged with responsibility for the decision shall be provided the existing record of the matter, including a copy of the written grievance, the resolution sought by the grievant and the written disposition at all preceding levels. The individual or panel responsible for a decision may make such further investigation as is deemed appropriate and, for that purpose, may seek assistance or information from other personnel.
8. Grievance procedures shall provide that a grievant may have a personal advisor present at each tier of the grievance procedures to advise the grievant. The advisor shall not actively participate in the proceedings unless given prior approval.
9. Final disposition of a grievance must occur within a maximum of 180 days from the time of filing, but final resolution within a much shorter period is strongly encouraged. However, for good cause, this deadline may be extended by the Chancellor President or a designee.
10. The record keeping aspects of the grievance procedures should be adequate to insure proper monitoring and reporting.
11. Grievance procedures shall provide that claims of discrimination asserted by employees represented by a union may be brought only in accordance with the applicable union contract. Approved by The Board of Trustees (November 14, 1996)

Appendix C

University of Illinois Chicago Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

Policy Council
Revised May 31, 2005

<http://www.uic.edu/depts/oe/Nondiscrimination.htm>

See following pages for student academic grievance forms.

Appendix D: Student Academic Grievance Form

This form must accompany the Grievance Record. Please use back of form or attach additional pages if necessary.

Name of Grievant (person filing Grievance) _____

UIN: _____

Local Address: _____

Local Phone: _____ Email: _____

What is the decision you are grieving?

Respondent(s) (the party or parties who made this decision):

Department/College/Unit in which decision took place: _____

Date of decision (or date you became aware of it) _____

What specific remedy are you seeking?

Date Grievance Filed: _____

INFORMAL PROCEDURES:

Please briefly describe any attempts you have already made to resolve the situation and what resulted:

1) Met with Respondent:

Date: _____

Outcome: _____

2) Met with Department Head/Chair:

Name: _____

Date: _____

Outcome: _____

3) Met with other member(s) of department:

Name: _____ Title/Office: _____

Date: _____

Outcome: _____

4) Met with Dean or someone else outside of department:

Name: _____ Title/Office: _____

Date: _____
Outcome: _____

5) Consulted Office of Access & Equity:

Name _____
Date: _____
Outcome: _____

6) Consulted Dispute Resolution Service:

Name _____
Date: _____
Outcome: _____

7) Please list any other people or offices consulted (use additional paper if necessary):

Name _____
Date: _____
Outcome: _____

Name _____
Date: _____
Outcome: _____

FORMAL PROCEDURES

Student request for extension of deadline:

Date request sent to Chancellor: _____
Chancellor's decision/signature/date: _____

Request(s) for other departures from procedures:

Grounds:
Date request sent to Chancellor: _____
Chancellor's decision/signature/date: _____

Administrative Officer: _____

Date Grievance received by Administrative Officer: _____

Was unlawful discrimination alleged? _____

Date Office of Access & Equity informed (attach letter) _____

Decision by Administrative Officer: _____

Signature/date _____

Date decision reported to Grievant & Respondent: _____

Grievance HAS/HAS NOT been resolved:

Grievant signature/date _____
Respondent signature/date _____

Grievance has been withdrawn:

Grievant signature/date _____
Respondent signature/date _____

APPEAL OF ADMINISTRATIVE OFFICER'S DECISION REQUESTED:

Date Hearing requested by Grievant _____
Grounds for challenging Administrative Officer's decision: _____

Grievance Officer:

Name: _____ Title: _____
Date filed: _____

Was unlawful discrimination alleged? _____
Date Office of Access & Equity contacted about Hearing _____

Hearing Officer (if appointed):

Name: _____ Title: _____

Date of Hearing _____
Representative of Office of Access & Equity present at Hearing
(name/signature) _____
Decision: _____ date _____

Hearing Officer (signature/date)

Date report of Hearing received by Grievance Officer _____
Date decision reported to Grievant, Respondent, & Administrative Officer: _____

Grievance HAS/HAS NOT been resolved:

Grievant signature/date _____
Respondent signature/date _____

Grievance has been withdrawn:

Grievant signature/date _____
Respondent signature/date _____

APPEAL TO CHANCELLOR REQUESTED (discrimination or procedural grounds only):

Grounds for appeal: _____

Date of request: _____

Date sent to Chancellor for review: _____

Decision: _____ **date** _____

Signature/date _____

Grievance HAS/HAS NOT been resolved:

Grievant signature/date _____

Grievance has been withdrawn:

Grievant signature/date _____

Additional documents attached:

APPENDIX E

Student Code of Conduct and Evaluation of Academic and Nonacademic Behavior

Introduction. Students in the Jane Addams College of Social Work are subject to the University of Illinois at Chicago policies on student welfare and student discipline: see the discussion of “Misconduct Policies Applicable to All UIC Students” below and the UIC Student Handbook (available from the UIC Office of Student Affairs and Enrollment Management, Student Services Building).

In addition to general UIC policies, Jane Addams College social work students are also held accountable to the student code of conduct specific to the Jane Addams College of Social Work which is described below in terms of the following topics:

Academic Misconduct and Dishonesty

Sanctions for Academic Misconduct and Dishonesty

Evaluation of Nonacademic Behavior: Policies Specific to Jane Addams College Students

Procedures for Handling Charges of Incompetence or Unethical Behavior, and NASW Code of Ethics (see Appendix D of this Handbook). An important component of the Jane Addams College student code of conduct is the set of ethical principles contained in the National Association of Social Workers (NASW) Code of Ethics. *Every social work student is held accountable for studying the NASW Code of Ethics and abiding by its principles.*

For policies regarding grade point average requirements and academic probation, see the MSW “Grades” and “Academic Probation” sections of this handbook.

Academic Misconduct and Dishonesty

The Jane Addams College of Social Work defines academic dishonest to include, but not to be limited to:

- 1) Submitting all or part of a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
- 2) Knowingly presenting case material details or representations that are untrue.
- 3) Plagiarism: presenting material from any source as one’s own without proper attribution which is to include the use of quotation marks when another’s exact wording is used and proper citation when another’s ideas are used but exact wording is not used. This obligation to provide attribution and quotation marks applies to the use of the student’s own writing from another paper or assignment which must be similarly identified.
- 4) Cheating: either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise or providing to, or receiving from, another person any kind of unauthorized assistance on any examination or assignment.
- 5) Fabricating: knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- 6) Offering bribes, favors, or threats: bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.
- 7) Taking an examination by proxy: taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy or substitute.
- 8) Grade tampering: any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
- 9) Submitting non-original works: submission or attempt to submit any written work written, in whole or part, by someone other than the student.

Consequences for Academic Misconduct and Dishonesty.

1) In the event a Jane Addams College of Social Work student engages in academic misconduct or dishonesty, the instructor should assign a *course grade* no higher than a "D" and a *course grade* of "E" may be assigned. If a grade of "D" is assigned, the assignment involved should be redone and a further written assignment required which may include a discussion of social work ethics or the social worker as role model or other topic of the instructor's choosing. The instructor will determine the due date for this work.

2) A second offense while a student in the Jane Addams College will automatically result in a grade of "F" for the course and dismissal from the program for a minimum of one year. Readmission to the program is by application only and is not guaranteed.

3) Instead of applying option (1) as described above, the instructor may decide to handle the matter by filing a charge against the student using either: (a) the UIC Judicial Liaison Review Process or (b) the UIC Student Disciplinary Procedure. Details of the Judicial Liaison Process and the Student Disciplinary Procedure are published in the brochure "Student Disciplinary Procedure of the Senate Committee on Student Discipline" which is available in the Jane Addams College Office of Academic Affairs and Student Services (EPASW 4329) and is also available in the UIC Office of Student Disciplinary Affairs, Student Services Building.

Evaluation of Nonacademic Behavior: Policy Specific to Jane Addams College of Social Work Students

The Jane Addams College of Social Work has responsibility for assessing the appropriateness of students for professional social work practice in terms of competence and ethics. This section discusses the implementation of that responsibility in terms of: charges of fraud or malpractice lodged against a student
student convictions of felony or misdemeanor
providing false information in university documents
evidence of incompetence for the profession of social work
evidence of ethical misconduct.

As discussed below, the Code of Ethics of the National Association of Social Workers (NASW) embodies principles of ethical behavior to which Jane Addams College social work students are expected to conform. The NASW Code of Ethics is published in Appendix D of this handbook and every Jane Addams College social work student is held accountable for studying it and abiding by it.

(1) Charges of fraud or malpractice. For any student charged with fraud or malpractice under local, state, or federal laws for conduct related to social work employment or practice, the University, upon the recommendation of the Jane Addams College of Social Work, may revoke registration in field instruction classes and activities without prejudice until the court has ruled. In other instances of misrepresentation or fraud, the College is bound by the National Association of Social Workers Code of Ethics.

(2) Conviction of felony or misdemeanor. Any student who has been convicted of a felony or misdemeanor for conduct that may provide a threat to the well-being of clients shall not be readmitted to field instruction classes and activities until evidence of rehabilitation removes such threat to clients. Serving of a sentence alone does not necessarily constitute evidence of rehabilitation for this purpose. Following such conviction, the student shall be informed in writing of the criteria that the College will use in determining evidence of rehabilitation.

(3) False information. For individuals applying to or admitted to the Jane Addams College of Social Work, fraud or misrepresentation include, but are not limited to: false statements in applications for admission; false statements in application for student financial assistance; and falsifying degrees or professional credentials to clients. Such conduct shall constitute grounds for dismissal from the Jane Addams College of Social Work.

(4) Professional incompetence. Professional incompetence is behavior which indicates a student is not adequately or appropriately performing at the level expected in the BSW or MSW program. Such problematic behavior may stem from consistently poor judgment, immaturity, personal problems, or consistent failure to understand or value the meaning of professional social work behavior. The following list provides examples, but is not a complete list, of behaviors that constitute professional incompetence:

- inability to establish and maintain positive, professional relations with clients, field instructors, or classroom instructors,
- inability to perform professional tasks due to personal problems,
- inability to accept constructive feedback from field or classroom instructors
- repeated failure to be at field agencies in a timely manner,
- chronic, unjustified lateness in meeting deadlines for field or classroom work.

(5) Unethical behavior. Nonacademic ethical misconduct includes but is not limited to behavior which violates the principles embodied in the NASW Code of Ethics. As previously stated, the NASW Code of Ethics is published in Appendix C of this handbook and each student in the Jane Addams College is held accountable for studying the Code and abiding by its principles. The following behaviors are examples, but not a complete list, of ethical misconduct:

- engaging in sexual activities with clients,
- participation in dishonesty, fraud, deceit, or misrepresentation,
- exploitation of clients for personal advantage,
- conviction of a felony offense.

Procedures for Handling Charges of Incompetence or Unethical Behavior

In the event a student displays behavior that indicates either professional incompetence or ethical misbehavior, the following procedures are used:

(1) The field instructor, classroom instructor, advisor, or other person bringing the complaint is to submit a written statement to the Jane Addams College Associate Dean explaining the nature of the complaint and the evidence for it. The Associate Dean will provide notification to the student that a complaint has been lodged and that a meeting will be convened to discuss it. A copy of the written complaint will be provided to the student.

(2) Within 10 (ten) days of receiving the complaint, the Associate Dean will convene a meeting of the principals involved to discuss the complaint and to gather information. The student may submit a written response to the Associate Dean. The Associate Dean will make a determination as to whether or not the facts of the situation support the complaint and warrant further action. The Associate Dean will have minutes prepared of the above meeting and minutes will be distributed to the principals.

(3) Within 5 (five) working days of the above meeting, the Associate Dean will provide the student and the party submitting the complaint a written response indicating whether there is a basis or not for proceeding with the complaint. If the complaint is supported, the Associate Dean will recommend to the Dean of the College that a Professional Review Committee be convened to consider the complaint.

(4) Within 10 (ten) days of receiving the recommendation from the Associate Dean, the Dean will decide whether or not to appoint a Professional Review committee to consider the matter. If appointed, the sole purpose of the committee will be to gather information and to provide advice to the Dean about the matter. The committee will be composed of the following personnel to be appointed by the Dean: a faculty chairperson, two faculty members from the College Executive Committee and a student member nominated to the Dean by the chair of the Student Steering Committee and selected from the same degree program as the student against whom the complaint has been filed. The committee will meet with the principals to gather evidence and consider the matter. This meeting will occur within 10 (ten) days of the committee's appointment. The Committee chair will see that a

written record of the meeting is prepared and distributed to the Dean and the principals involved. The committee will make a recommendation to the Dean regarding the validity of the complaint and what sanctions, if any, are to be applied. The sanctions can include, but are not limited to, a warning to the student, placement on probation status with terms of the probation specified in writing, or dismissal from the college.

(5) Within 10 (ten) days of receiving the recommendation from the Professional Review Committee, the Dean will review the written record and make a decision regarding the validity of the complaint and what sanctions, if any, are to be applied. The Dean's decision will be communicated to the student in writing.

(6) In the event the complaint involves a violation of local, state, or federal law, the case will be referred to the University Senate Committee on Student Discipline.

Misconduct Policies Applicable to All UIC Students.

Just cause for UIC disciplinary action includes, but is not limited to, any one or combination of the following:

(1) Academic dishonesty: any violation of the UIC "Guidelines Regarding Academic Integrity" (for discussion of these guidelines see "Academic Misconduct and Dishonesty Defined" section of this handbook).

(2) Violation of professional standards: any conduct that violates any commonly recognized or generally accepted professional standard of the profession in which the student is training, including unacceptable conduct in clinical, practicum, or off-campus training. Social work students are referred to the NASW Code of Ethics published in Appendix D of this handbook and to the sections above regarding "Evaluation of Nonacademic Behavior."

(3) Withholding or giving false information on an application for admission, readmission, registration, financial aid, employment, or other materials.

(4) Disruption of University activities: conduct that prevents, limits, creates hazards for, or impairs the teaching, research, public service, community, professional, athletic, organizational, administrative, clinical, academic, and/or ordinary business of students, faculty, and staff, including, but not limited to, disruption of building services and access to classes, University facilities, and all other University or University-approved events and including conduct in residence halls, hospitals, clinics, practicum, or off-campus study, or training programs.

(5) Failure to respond to requests from University officials for a conference on matters pertaining to student status in the University, including, but not limited to, failure to respond to mail and telephone messages regarding allegations of misconduct.

(6) Rules violations: violations of University or campus rules, including, but not limited to, smoking or parking regulations or rules regarding use of University property.

(7) Substances, products and drugs: misuse or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health and safety.

(8) Demonstrations, picketing, distribution of printed materials: violations of University and campus regulations on demonstrations, picketing, distribution of printed materials, or use of University facilities.

(9) Misuse or unauthorized use of University documents: alteration, mutilation, misuse, or fraudulent use of an official University document or granting permission for the use thereof by an unauthorized person. Official documents include, but are not limited to UIC ID cards, course programs cards, charge slips, receipts, grade reports, transcripts, and computer access/account numbers.

(10) Misuse or unauthorized use of computer resources or information: granting access to resources and/or information to a person or persons not authorized to have such access or any conduct that impairs the proper access to computer resources or facilities by other members of the University community.

(11) Violation of regulations for student organizations: violations of regulations established for student organizations, including financial and student election regulations. Student organizations whose members engage in activities designated herein as just cause for disciplinary action may have their campus privileges suspended or revoked and officers and/or members, as individuals, may be subject to individual disciplinary action on the basis of their responsibility for, or participation in, the proscribed activities.

(12) Violation of the rights of others: any conduct that violates the rights of others or University policies regarding nondiscrimination.

(13) Violation of local, state, or federal law: all actions occurring on University premises that result in a violation of local, state, or federal law; Board of Trustees' action; or any other University rule of conduct.

(14) Violations that affect the University community's interest: actions that violate state laws or regulations set forth herein and/or which substantially affect the interest of the University community even in such actions do not occur on University premises or property or at University-sponsored events.

Refer to the UIC Student Disciplinary Procedures as described in the UIC Student Handbook (available from the UIC Office of Student Affairs in the Student Services Building) and the publication "Student Disciplinary Procedures" available in the UIC Office of Student Disciplinary Affairs in the Student Services Building.

APPENDIX F

NATIONAL ASSOCIATION OF SOCIAL WORKERS

CODE OF ETHICS Is found at www.socialworkers.org/pubs/code/code.asp

APPENDIX G

DOCTORAL DISSERTATIONS OF THE

JANE ADDAMS COLLEGE OF SOCIAL WORK, 1977-2009

YEAR NAME TITLE (CALL NUMBER)

1977 Suzanne Osterbausch, An Exploration of Factors Affecting Referral of Adolescent Girls to a Planned Parenthood Clinic (HQ99999 078)

1978 Joseph A. Walsh, Organizational and Educational Factors Associated With the Use of Primary Prevention by Social Workers in Community Mental Health Practice (RA99999 W3)

1978 Michael Roskin, Life Change and Emotional Health (BF99999 R646)

1979 Helen J. Lane, Professional Identifications of Hospital Based Social Workers (HV99999 L26)

1979 William A. Maesen, Aging and Mobility (HE99999 M34)

1980 Sandra Lynn Miller, An Exploration of Relationship and Problem-Solving with Youth in Middle Phase of Casework (HV99999 M54)

1980 Stacia I. Super, Florence Hollis: The Development of Psychosocial Casework Theory (HV99999 S94)

1980 Janet Hagan Yanos, A Field Evaluation and Study of the Drinking and Driving Workbook (HE99999 Y36)

1980 Randolph Lee Lucente, An Analog of Clinical Casework Process (HV99999 L83)

1980 Sara Edgell Bonkowski, A Comparison of Divorced Custodial Fathers and Divorced Custodial Mother's Perception of Parenting (HV99999 B48)

1982 Joan Wall DiLeonardi, Modal Family Situations in Child Abuse and Neglect (HV99999 D54)

1982 B.S. Parihar, Management of Treatment Organizations in Chicago (HV99999 P37)

1983 Patrick Crotty, How Schizophrenics and Their Significant Others Perceive Their Social Support Networks (HV99999 C76)

1983 Patrick Almond Curtis, Eugenic Reformers, Cultural Perceptions of Dependent Populations, and the Care of the Feebleminded in Illinois, 1909-1920. (HV99999 C77)

1983 M. Adrian Davis, Social Services in Hospices: An Analysis (HV99999 D39)

1983 Joan Ellen Dworkin, The Social Workers as Qualified Examiner in Illinois (HN99999 D96)

1983 Yossef Meller, Structural Contingency Approach to Organizational Assessment of Social Services Organizations (HV99999 M39)

1983 Robert John Noone, Family Adaptability and Cohesion in relation to the Severity of Drug Abuse (HV99999 N66)

1983 Joan Gorman Porche, The Effects of a Peer Counseling Program on Time Abuse Among Officers in State Correctional Facilities (HV99999 P58)

1983 Kathleen Westropp Stauber, The Use of Family Therapy in the Development of a Primary Prevention Program (HV99999 S7)

1983 Doris A. Perry, Children's Rights and Child Welfare Workers (HV99999 P46)

1983 Christopher G. Hudson, Impact of a Block Grant on Decision making in State Departments of Mental Health (HV99999 H74)

1983 James Peter Mazepa, Family Structure and Symptomatology in Sickle Cell Disease (HV99999 M38)

1984 Nageswar Rao Kolisetty, A Study of Case Management Systems in Delivery of Social Services (HV99999 K64)

1984 Gladstone Frederick Allen, Analysis of the Probationers' Experiences and Attitudes (HV99999 A4)

1984 Arline Wyner Prigoff, Self Esteem, Ethnic Identity, Job Aspiration and School Stress of Mexican American Youth in a Midwest Urban Barrio (HV99999 P75)

1984 Shirley Field, Leadership Style and Job Satisfaction Among Human Service Workers (HV99999 F53)

1984 William Edward Drier, Analysis of Reagan's Plan to Decentralize A.F.D.C. to the States (HV99999 D76)

1984 Sandra Seeland Alcorn, The Support Networks of Battered Women Before and After Shelter Residence (HV99999 A23)

1984 Margaret Page Dahl, Economic and Psychosocial Determinants of Occupational Selection Among Women Graduate Students (HV99999 D33)

1984 Celeste Casey Clarke, Assessment of the Social Functioning of Day Treatment Clients (HV99999 C52)

1984 James Patrick Gleeson, The Use of Structured Decision making Procedures at Child Welfare Intake (HV99999 G53)

1984 Carmelo Lodia Cocozzelli, Theoretical Orientation of clinical Social Workers: The Relationship Between Practitioner Attitudes Towards Practice and Hypothetical In-session Behavior (HV99999 C57)

1985 Darlene Doud Lynch, The Computerization of Information Systems in Community Mental Health Centers (HV99999 L96)

1985 Anne Kopp Hyman, Direction and Typology of Group Interventions: A Study of Education and Practice (HV99999 H95)

1985 Douglas C. Zapotocny, Sexual Disinterest: An Exploratory Study of Client Characteristics (HV99999 Z26)

1986 Lea Cloninger, Case Management in Mental Health Agencies Providing Services of Chronically Mentally Ill Persons (HV99999 C56)

1986 Robin S. Russel, Perceptions of Caseworkers and Attorneys in Child Abuse and Neglect Cases in Juvenile Court (HV99999 R87)

1986 Marion Rosenbluth, A Study of Vulnerable and Resilient Young Adults (HV99999 R67)

1986 Nicholas Paul Smiar, Poor Law and Poor Relief in Zurich, 1520-1529: A Case Study in Social Welfare History and Social Welfare Policy Implementation (HV99999 S54)

1987 Alan R. Factor, The Frail Elderly's Use of Homemaker Services in Conjunction With

Their Natural Support Systems (HV99999 F32)

1987 Annalee G. Fjelberg, School Social Work Practice in Cook County, Illinois: The Relation of General Role Perceptions to Mandated Services (HV99999 F59)

1987 Sadelle Tasemkin Greenblatt, Fees for In-Home Care: Their Impact On, and Meaning to, Elderly Clients and Their Families (HV99999 G73)

1987 Lawrence Patrick Porretta, Self Concept and Role Expectations of Social Work Students and Criminal Justice Students: Implications for Interprofessional Cooperation (HV99999 P67)

1987 Elizabeth A. Segal, Social Welfare Policy in Response to Change: Fifty Years of Social Security (HV99999 S43)

1988 Mary Dslay Nelums, Antecedents to Teenage Pregnancy (HV99999 N46)

1988 Carol S. Goldbaum, The Medicare Prospective Payment System: The Impact on Patient Care (HV99999 G624)

1988 Teresa Lynn Kilbane, Service to Abused and Neglected Children: Results of a National Survey of Nonresidential Agencies and Programs (HV99999 K54)

1988 Donald Steven Tate, Strategic Management Options of Private Child Welfare Agency Administrators in Illinois, 1980-1985 (HV99999 T37)

1988 Sheryl Itkin Zimmerman, Police Social Work: An Analysis of Services in Selected Departments (HV99999 Z56)

1988 JoDee G. Keller, Training Parents to Teach Strategies for Selfcontrol To Their Impulsive Children (HV99999 K37)

1988 Kathleen Elizabeth Murphy, The Psychosocial Impact of Homecare of the Ventilator Assisted Child in Illinois (HV99999)

1988 Anna McPhatter, Black Adolescent Child-Bearing Experience: Factors Associated with Successful Outcomes (HV99999 M334)

1989 Sue N. Nesbitt, Single-Subject Research in a Family Service Agency (HV99999 N47)

1989 Wylie Sherman Rogers, The Political Economy of Black Inequality: An Exploratory Analysis (HV99999 R63)

1989 Nancy J. Harm, Women Incarcerated in Illinois State Prisons, 1843- 1915: An Exploratory Study in Social Policy (HV99999 H365)

1989 Goldie Kadushin, Social Worker's View of Their Roles as Discharge Planners With Elderly Patients in Acute Care Hospitals (HV99999 K24)

1989 Susan Joy Rose, Child Neglect: A Definitional Perspective (HV99999 R65)

1990 Maria Cecelia Bartlett, Impact of Nursing Home Placements on the Wives of Residents (HV99999 B38)

1990 Larry W. Bennett, Predictors of Woman Abuse by Male Substance Abusers (HV99999 B462)

1990 Dennis Eugene McGuire, An Evaluation of Social Skills Program for Adolescents with Facial Disfigurement (HV99999 M323)

1991 James I. Martin, Intimacy in Adult Children Alcoholics (HV99999 M37)

1991 Diane Crowley Haslett, Sex Education Curricula for Young Teens: Implications for Social Work (HV99999 H38)

1991 Michael Alan Tyllas, The Impact of Diagnosis Related (DRG's) on Social Work in Hospitals: Views of Hospital Social Work Directors (HV99999 T95)

1992 Zian Khazen, Arab Service Agencies in East Jerusalem: Adaption to Political Conflict (HV99999 K53)

1992 Jerome Lewis Blakemore, Families As Caregivers for the Mentally Ill: Roles, Consequences, and Implications (HV99999 B62)

1992 Susan Weinger, Perceptions of Siblings of Mental Retarded Children Compared with Parental Perceptions and Severity (HV99999 M397)

1992 Munira Merchant, Indian Muslim Women: Post Divorce Problems, Social Support and Psychological Well-Being (HV99999 M397)

1992 J. Wilson Watt, Ethical Content in Graduate Social Work Curriculum and Its Application

to Practice (HV99999 W38)

1992 M. Edwin Kennedy, The Effects of Partial Drug Testing on Drug Use Behavior and Self-Disclosure Validity (HV99999 K46)

1992 Rosemary O'Connor, Beyond Consultation: Role for School Social Worker in Teacher Staff Development as a Part of School Reform (HV99999 O25)

1993 Christian Eric Molidor, Adolescent Dating Violence: Prevalence Rates and Contextual Issues. (HV99999 M64)

1993 Alton Clark Dubois, Financial Exploitation as Defined by the Elderly. (HV99999 D83)

1993 Ruth G. Ahlman, School Social Worker's Diagnosis of Students with Behavior Problems. (HV99999 A22)

1993 Cynthianna Hahn, The Use of Referral to Community Resources by School Social Workers in the Chicago Public Schools. (HV99999 H245)

1994 Chester J. Taranowski, The Effects of Locally Developed Drug Education on Student Attitudes and Drug Use. (HV99999 T365)

1994 James Lewis Scherrer, A Meta-Analysis of the Effectiveness of Residential Treatment Programs for Children and Adolescents. (HV99999 S328)

1994 Luis Lenin Moya, Mexican-American Children with Learning Disabilities: Evaluation of a Social Skills Training Program. (HV99999 M69)

1994 Andrew M. Bein, Early Termination of Outpatient Counseling Among Hispanics. (HV99999 B45)

1994 Susan J. Coe, Role Satisfaction of Social Work Field Instructors. (HV99999 C575)

1994 Mohammad Rafiqul Hoque, Relationships Between After-School Child-Care and Young Adults' Antisocial Behavior. (HV99999 H64)

1994 Sherri F. Seyfried, Academic Achievement of Black Preadolescents: Factors Associated with Success. (HV99999 S47)

1994 Mary McKernan McKay, Family and Environmental Influences on the Prevention of Anti-Social Behavior. (HV99999 M328)

1995 Hector Luis Diaz, Acculturation, Stress, and Alcohol Drinking Among Puerto Ricans. (HV99999.D49)

1995 Donna M. Nieckula, Emancipation of Minor Law: the Extension of Civil Citizenship to Youth in the United States. (JK99999 N54)

1995 Arlene N. Weisz, Effectiveness of Services for Women Provided by a New Domestic Violence Protocol. (HV99999 W438)

1996 Sandra Joy Altshuler, The Well-Being of Children in Kinship Foster Care. (HV99999 A47)

1996 Carolyn Jumper, Black Use of Community Resources by Battered Women Treated in Ambulatory Health Care Settings. (HV99999 B612)

1996 Susan Fineran, Gender Issues of Peer Sexual Harassment Among Teenagers. (HV99999 .F56)

1996 Robert Douglas Schope, Internalized Homophobia Among Gay Men: The Relationship Between Stages of Coming-Out and Self Concept. (HV99999 S36)

1996 Ardyth L. Duhatschek-Krause, Role Achievement and Life Satisfaction in Women with Disabilities (HV99999 D85)

1996 Marlene Glassman, Transitions from Welfare by African-American Mothers: An Ecological Perspective. (HV99999 G52)

1997 Lisa Avery, Mental Health Functioning of Children Who Have Been Sexually Abused. (RC99999 A93)

1997 Donald W. Phelps, Staff Perceptions of the Impact of Environmental Variables on Service Delivery Systems: A Case Study. (HV99999 P52)

1997 Cynthia Cannon Poindexter, Stigma and Support as Experienced by HIV-Affected Older Minority Caregivers. (HV99999 P65)

1997 Nancy M. Fitzsimons-Cova, Social Work Education and Developmental Disabilities: A National Survey of University Affiliated Programs. (HV99999 F58)

1997 Victoria J. C. Barclay, Illinois' Family Responsibility Project: Impact on Education, Who Earns More and Family Stability. (HV99999 B363)

1998 Rocco Anthony Cimmarusti, Caregiver Burden in Kinship Foster Care: Impact of Social Support on Caregiver Emotional Distress. (HV99999 C48)

1998 Margaret K. Finch, Social Skills Training for Preadolescents With Problem Behaviors. (HV99999 F554)

1998 Donna D. Petras, The Effect of Caregiver Preparation and Sense of Control on Adaptation of Kinship Caregivers. (HV99999 P475)

1998 Denise Travis, Variables That Affect Parental Visiting in Foster Care. (HV99999 T73)

1998 Carmen G. Perez, Latino Elderly: Service Use and Psychological Well-Being. (HV99999.T86)

1999 Joan Anne Letendre, Leader and Therapeutic Influences on Aggressive Behaviors and Presocial Skills in Groups with Children. (HV99999.L48)

1999 Neil J. Vincent, The Impact of Community Violence on Families. (HV99999.V56)

1999 Kathleen J. Tunney, Clinical Decision Making by master of Social Work Students in Field Practice. (HV99999.T86)

1999 Theodore Thompson Jr., The Impact of Violence on School Achievement and Behavior of African American Children. (HV99999.T47)

1999 Jane C. Bonk, Congruence of Marital Quality Change in Durable Marriages. (HQ99999.B47)

2000 Deborah L. Sattley, Predicting Risk: Applying a New Typology to Understand Changes in Adolescent Sexual Behavior. (HQ99999.S38)

2000 Najma M. Adam, Domestic Violence Against Women within Immigrant Indian and Pakistani Communities in the United States. (HV99999.A2)

2000 John M. Webster, Children with Disruptive Behavior: Treatment and Child Variables in a Clinical Population. (HV99999.W42)

2000 Michael S. Wolf, Social Work Practice Patterns, Knowledge, and Comfort Levels Towards HIV/AIDS in Illinois. (RA99999.W65)

2001 Christine Call, Substance Problems in Women with Histories of Child Abuse, Partner, Violence, and Racism. (HV99999.C347)

2001 Aruna Jha, Depression and suicidality in Asian Indian students. (HV99999J53)

2001 Sylvia Margolin, Do social support and activity involvement reduce isolated youths' internalized difficulties? (HV99999 M366)

2001 Beverly Younger Urban, Quantifying environmental support for employed victims of domestic abuse: an ecological model for prevention analysis. (HV99999 U73)

2001 Ntomb'Fikile M. Mazibuko, Chicago Metropolitan Area: Ethnic Associations Serving Sub-Saharan Immigrants. (HV99999.M384)

2002 Linda Freedman, Parental Acceptance of Adult Gay and Lesbian Children. (HV99999.F74)

2002 Maryann Krieglstein, Heterosexism and School Social Workers: An Ethical Issue. (HV99999.K758)

2002 Seri Elaine Porter, Experiences with Domestic Violence and the Child Welfare System: Voices of Women (HV99999.P59)

2002 Shonda Lawrence-Wills, Social Conceptions and Delinquency: Adolescent Girls Whose Mothers Are Incarcerated. (No call number available)

2002 Reginald Richardson, Family Functioning, Parenting Style, and Behavior in Kin Foster Care. (HV99999.R53)

2002 Maristela Zell, Child Welfare Caseworkers: Who they are and how they view the System. (HV99999.Z4)

2003 Christina M. Bruhn, Impact of Disability on Case Planning for Young Children in Foster Care. ([HV99999 B765](#))

2003 Angela C. Kennedy, Urban Adolescent Mothers Living with Violence and Going to

School in the Age of Welfare Reform. ([HV99999 K45](#))

2003 Han-Jin Jo, Basic Life Resources and Marital Status of People with Disabilities in the United States and Korea. . ([HV99999 J6](#))

2003 Theresa Mayberry-Dunn, Cultural Lessons: Comparing an African Centered with a More Traditional Head Start Program. ([HV99999 M376](#))

2003 Charles I. Stoops, Jr., Testing of a Behavior-Based Typology of Men who Batter Within an Urban Criminal Justice Sample. ([HV99999 S76](#))

2003 Desiree Dale Stepteau-Watson, Dating Violence Among African-American Adolescents: The Risk and Protective Factors. ([HV99999 S746](#))

2003 Allen Vogt, Low Income Child Care in Milwaukee County. ([HV99999 V64](#))

2003 James H. Williams, Measuring Failure: The Language of Pretrial Outcomes. ([HV99999 W54](#))

2003 Asabi S. Yakini, Youth Violence Prevention and After School Programs: A Survey of Chicago Programs ([HV99999 Y34](#))

2004 Aimee Beth Callanan, Lesbian Intimate Partner Violence: An Examination of Relationship Dynamics and Alcohol Use. ([HV99999 C3473](#))

2005 Andrea Doherty Lissuzzo, Parent Relationship Quality and Child Aggression: The Mediating Role of Family. ([HV99999 L5678](#))

2005 Betty Jean Mitchell, Sexuality Policies and Services in Residential Facilities for Adults with Mental Retardation. ([HV99999 M58](#))

2005 Mark D. Thomas, The Co-Occurrence of Substance Abuse and Domestic Violence: A Comparison of Dual-Problem Men. ([HV99999 T4553](#))

2005 Christina L. Erickson, Senior Prescription Drug Coverage: Medication Adherence, Health Related Quality of Life, and Access. ([HV99999 E75](#))

2005 Kelley M. Pennington Motivational Factors for Mental Health Workers as Related to Intrinsic Motivation, Trust, and Commitment. ([HV99999 P4](#))

2006 Nicole E. Anderson, It's Easier with God: Spirituality as a Coping Mechanism for African-American Female Kinship Caregivers. ([HV99999 A53](#))

2006 Christopher Cotton, The Construction of a Social Work Reputation: Bertha Capen Reynolds. ([HV99999 C68](#))

2007 Leslie Ford, Familial Protective Factors and Early Indications of Resilience in Cases of Child Neglect. ([HV99999 F67](#))

2007 Michael S. Kelly, Illinois School Social Workers' Use of Practice Interventions: Results from a Statewide Survey. ([HV99999 K379](#))

2007 Sarah Moore, NY Social Work Students Attitudes Towards a Harm Reduction Approach to SU Practice. ([HV99999 M662](#))

2008 Julie Bach Johnson, Social engagement, cognitive function and Alzheimer's disease among older religious member populations. ([HV99999 B33](#))

2008 Raquel T. Ellis, Exploring the influence of juvenile court personnel on child welfare practice. ([HV99999 E44](#))

2008 Lorri Glass, Help seeking pathways of African American women who have been victims of serious non-sexual crime ([HV99999 G5](#))

2008 Erin T. Gleason, Strengths-based school social work: the role of youth development. ([HV99999 G523](#))

2008 John Ridings, Using concept mapping to identify elder self-neglect program evaluation information for Metro Chicago. ([HV99999 R535](#))

2008 Amy Christine Starin, Keeping the children at home: choosing residential or community based care for youth with psychosis. ([HV99999 S697](#))

2008 Joseph A. Strickland, Building social capital for stable employment: the post prison experiences of Black male ex-prisoners. ([HV99999 S765](#))

2008 Jacquelyn Vincson, An 18-year study of the academic motivational environment of mother-child interaction. ([HV99999 V563](#))

2009 Allene J. Brown, Elderly caregivers : balancing competing needs. ([HV99999 B759](#))

2009 Helo Oidjarv, Social capital, collective efficacy, and neighborhood satisfaction: new urbanism vs. modern suburbia. ([HV99999 O4](#))

2009 Bass G. Michael, Substance abuse counselors as a critical link to HIV antiretroviral medication adherence. ([HV99999 B388](#))

2009 Gina Blanche Gaston, African Americans' perceptions of cultural competence that promote HIV medical self-care and adherence. ([HV99999 G38](#))

2009 Charles E. Hounmenou, The Illinois rescue and restore campaign coalition's awareness of and involvement with human trafficking. ([HV99999 H676](#))

2010 Abhijit Prabhugate, South Asian immigrants' mental health and use of health services. ([HV99999 P73](#))

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