



# DOCTOR OF SOCIAL WORK

## Program and Dissertation Handbook

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### DOCTOR OF SOCIAL WORK

LEADERSHIP AND EDUCATION

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

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This manual does not create contractual rights in favor of the student, the universities, agencies, or accrediting bodies. The Kutztown University-Millersville University DSW program reserves the exclusive right to modify its academic program and this handbook at any time without notice. Any problem situations that may occur that are not covered by the policies spelled out in this handbook will be addressed on a case by case basis through established procedures.

**MILLERSVILLE UNIVERSITY**  
**Doctor of Social Work Program and Dissertation Handbook**

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## **ORGANIZATIONAL CONTEXT**

Kutztown and Millersville Universities of Pennsylvania are institutions of higher education offering programs of study leading to the Baccalaureate, Master's, and Doctoral degrees; they are members of the Pennsylvania State System of Higher Education.

### **DOCTOR OF SOCIAL WORK (DSW) PROGRAM VISION**

The Kutztown University-Millersville University (KU-MU) collaborative Doctor of Social Work, with a focus on Leadership and Education, prepares graduates for innovation and leadership in social work theory, practice, and education.

### **DSW PROGRAM MISSION**

The KU-MU DSW program will provide advanced preparation for practice and teaching. Graduates will create, implement, and evaluate social work interventions as well as teach.

## **PROGRAM DESIGN AND ROLES**

### **Degree Requirements**

DSW degree requirements include a 48-credit curriculum with two applied praxis experiences and an independent dissertation within seven years of enrollment.

### **Curriculum Overview**

- Total credits: 48
- Format: Online, cohort model with intensive weekend residency each semester (fall, spring, summer)
- Courses per semester: 2 (fall, spring, summer)
- Time to completion: 3 academic years
- Semesters attending:
  - Year I: fall, spring, summer
  - Year II: fall, spring, summer
  - Year III: fall, spring

### **Course Offerings**

DSW courses include four theory-based courses in Leadership, Education, and Teaching; four research courses; two semesters of Leadership and/or Teaching Praxis; two elective courses; a comprehensive seminar; and a dissertation seminar. Each course is specifically developed to provide student learning experiences that allow graduates to demonstrate mastery of the program's learning outcomes.

### **Roles**

**Student:** The Doctor of Social Work student is engaged in the process of completing the DSW degree. The student is an active learner, helping to shape educational learning experiences to fit educational goals and interests. Goals should include developing mastery of program competencies.

**Instructor:** The instructor is responsible for structuring student learning experiences to provide opportunities for students to attain each course's learning objectives. Instructors should facilitate the active learner's combination of professional interests and course learning objectives when requested. The instructor is also responsible to be available for consultation either in person or through some other medium to address individual student needs. Instructors are responsible for assessing student achievement of learning objectives and assigning a grade for each course.

**Dissertation Committee Chair/Research Advisor:** Typically, the assigned Research Advisor will become the Dissertation Committee Chair. The Dissertation Chair is responsible for guiding the student through the completion of an independent research study. The Chair is a regular full-time, tenure-track faculty member within the social work program.

**Dissertation Committee Member:** The Dissertation Committee Member provides the student with input throughout the dissertation completion process, particularly as it relates to that member's area of expertise. The members are selected between the student and Dissertation Chair.

**Academic Advisor:** The identified advisor at university of original application (usually the program director) provides academic advising sessions throughout the program and, in consultation with the Research Advisor/Dissertation Chair, guides students through identification and selection of electives that will enhance students' knowledge and skills related to area of practice and/or dissertation.

**Program Director:** A faculty member within the university of original application responsible for providing ongoing collaboration with his or her counterpart at the sister university; facilitating the development, articulation, and dissemination of program policy manuals and procedures; coordinating the development and evaluation of curricula; assisting in marketing and recruitment activities; managing community-based program advisory board; coordinating admission procedures, comprehensive examinations, and advising; and coordinating residency experiences.

**Department Chair:** All processes within the department including assignment of faculty to dissertation functions must be approved by the Department Chair.

**Research Advisor (usually same as Dissertation Chair):** A faculty member at the university of original application who guides and monitors the praxis experience and communicates with the student weekly to facilitate integration of learning and guide self-reflection.

**Advisory Board Members:** Advisory board members play several integral roles in the program including keeping the administrators informed of the community's current needs as well as ongoing program improvement.

## **ACADEMIC & PROFESSIONAL POLICIES, PROCEDURES, & ETHICS**

### **Grade Definition**

Students should refer to the Graduate Student Policies at the university to which you applied. Questions should be directed to your program director.

### **Students' Appeal and Grievance Procedures**

Students must follow University grievance procedures when filing an appeal:  
Millersville University: [MILLERSVILLE UNIVERSITY](#)

### **Credit for Personal and Life Experience**

The DSW program recognizes that many students have life and work experiences that give them unique insight into advanced education and/or leadership. Therefore, the program welcomes student contributions to discussions related to their experiences. However, students should note that doctoral level social work education requires the ability to build on coursework to develop the skills necessary to teach in higher education, to lead organizations, and to independently complete research toward the theory development and program evaluation needed to further the profession. For this reason, no academic credit will be accepted for professional work or life experience.

### **Network for Social Work Management**

In partnership with the Network for Social Work Management, an international organization focused on strengthening and advancing social work management within health and human services, DSW students may apply for the Post-Graduate Certificate in Human Services Management, which prepares students for administrative and leadership roles. Students can apply to receive the certificate during the last semester of the program. There is a \$50 certificate processing fee (this fee may change and is dependent on current NSWMM rate; changes will be communicated via email to students). Further information can be obtained by contacting Dr. Karen Rice (Millersville University School of Social Work) at [karen.rice@millersville.edu](mailto:karen.rice@millersville.edu)

To apply:

<https://millersvilleuniversity.sharepoint.com/:w:/t/SchoolofSocialWork/EYQERjh5JHxNkIX8bX0kD8EBRP2zHhgISrne3bap9J3V8Q?e=JakLyD>

## **Student Conduct and Ethics**

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Workers (NASW). All behavior in the program must meet the standards detailed in the Code. (See *Code of Ethics*, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>)

Further, the KU-MU DSW Program reserves the right to refuse continued enrollment to any student, who violates the MU Student Code of Conduct and Judicial Affairs as well as the MU School of Social Work Professionalism Policy (see, below for further information related to these policies).

### **Student Code of Conduct and Judicial Affairs**

Social Work students are expected to adhere to the University Code of Conduct. Violations to this code may also be violations to the NASW Code of Ethics and as such, special consideration and attention is given. Please review the University policy:

Kutztown University: <http://www.kutztown.edu/StudentConduct>

Millersville University: <https://tinyurl.com/MU-Student-Code-of-Conduct>

### **Academic Honesty Policy**

Honest behavior is an expectation for all students in the Social Work Program. The purpose of this policy is to create and maintain an ethical academic atmosphere in keeping with our program's mission. We hope to foster and encourage a desire in our students to contribute positively to our learning community and to become competent professionals and practice ethical behaviors in regard to academic and professional practice. Your Social Work professors understand and value the concept of intellectual property. We strive to teach students the ethics of responsibly documenting the ideas of others in all formats. To do so, we believe that we must not only teach the ethics and mechanics of documentation, but we must also hold students accountable for the ethical use of the ideas and words of others. Therefore, all professors will provide the instruction and scaffolding necessary for students to use materials ethically, and all students are expected to exercise good faith in the submission of research-based work and to document accurately regardless of how the information is used (summary, paraphrase, and quotation) or regardless of the format used (written, oral, or visual). Plagiarism, in any form, is unethical and unacceptable and may result in a grade of "fail" and/or dismissal from the program as determined by the program directors in conjunction with relevant faculty members.

The Millersville University Academic Honesty Policy can be found online at: [Governance Manual \(millersville.edu\)](#)

## MU Zoom Netiquette

In your use of Zoom, please observe Netiquette (Internet etiquette). Your class facilitator will oversee the implementation of proper conduct. According to Quality Matters (QM ©Marylandonline), all users should maintain “civilized, professional, and effective communication in the online environment.”

### *Remember to:*

Use standard English in written communication.

Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or question that is off topic, do not reply. The Facilitator will reply in private to the participant.

Treat the other participants in the forum in a polite and respectful manner.

Model the same standards of behavior online you would follow in a face-to-face discussion.

Do not use ALL CAPS when posting as this is considered "shouting."

Do not "flame" others in forums. Flaming is the "act of responding in a highly critical, sarcastic, or ridiculing manner."

### *Recommendations offered by Zoom include:*

#### *Mute your microphone when necessary.*

Zoom has a “Mute Microphone” option that cuts down on ambient feedback noise. When you are speaking to the group, you will Unmute. When you are listening, it is better to Mute to prevent transmitting background noise (e.g., you are sneezing, shuffling papers, etc.) to others.

#### *Use Zoom’s chat function.*

You can send a question or statement to everyone or privately to a participant

#### *Think about your actions on camera.*

Always remember that everyone can see you. Obvious eating/drinking, yawning, stretching, wandering on camera is not recommended. These can be distracting to the audience and disruptive to the speaker.

## **Student Agreement**

I agree to fully participate in online discussions by posting substantively and responding respectfully to my peers and Facilitator(s). I understand participation in synchronous sessions is a requirement and it will affect my success.



## Student Support

### Students and Concerns

At times, it may become necessary for the faculty to counsel or dismiss a student who does not satisfy academic standards of performance, conduct, communication skills, professional use of self and emotional self-management. Since these areas are related to professional behavior, they are considered to be academic concerns. The faculty is committed to supporting students who face any challenge to their academic success. Consequently, it might be necessary to implement a Professional Development Plan and a formal Professionalism Review meeting may be requested when students themselves, faculty, and/or dissertation chairs recognize a student in difficulties.

### MU PROFESSIONAL DISPOSITION POLICY

#### Professional Performance Criteria

Social workers and social work students are guided by high standards of professionalism and a Code of Ethics. When students' behaviors run counter to these, faculty will implement informal proactive strategies to resolve problems. When proactive strategies are ineffective, formal processes (described below) may be used.

***Professional values and behaviors.*** Behaviors that violate professional values including service, social justice, dignity and worth of the person, importance of human relationships, competence, and integrity as well as the behaviors addressed by the NASW Code of Ethics, and which have been fully documented by professor(s) may be addressed through recommendations for professional development plans or a termination from the program. Examples of behaviors that interfere with performance expectations and that may be grounds for dismissal from the program include:

- Non-achievement or less than satisfactory achievement of DSW competencies.
- Behaviors that violate the NASW Code of Ethics in the classroom, field agency, University, or in the community.
- Behaviors that conflict with the professional values and professional role sets of the social work professional.
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally, or in written form, such that performance is seriously handicapped.

Additionally, students are expected to adhere to the competencies outlined by CSWE EPAS (2015), which include:

- a) Demonstrate ethical and professional behavior
- b) Engage diversity and difference in practice
- c) Advance human rights and social, economic and environmental justice
- d) Engage in practice-informed research and research-informed practice
- e) Engage in policy practice
- f) Engage with individuals, families, groups, organizations, and communities
- g) Assess individuals, families, groups, organizations, and communities
- h) Intervene with individuals, families, groups, organizations, and communities
- i) Evaluate practice with individuals, families, groups, organizations, and communities

**Professional Performance Policies:** The School of Social Work DSW Program reserves the right to dismiss students for failure to maintain professional standards as outlined above.

- *Probation.* A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.
- *Dismissal.* The School of Social Work undergraduate Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed, without a Professional Development Plan process.

#### *Initiating a Professional Development Plan (PDP)*

- If a faculty member or school partner identifies a concern, they should address the concern with the student. If informal strategies are not effective, faculty should discuss those concerns with the Department Chair to determine if a meeting with the student is warranted.
- If a meeting is warranted, the Department Chair will call a meeting to include relevant faculty (teaching faculty, advisor, field supervisor, field coordinator). The decision of who to include will be made by the Department Chair.
  - Prior to the meeting, students must be notified of the purpose of the meeting, the nature of the concerns, and the fact that the outcome of the meeting could result in the development of a PDP.
  - The purpose of the meeting is for the student's professional improvement; however, failure to be successful with any subsequent PDP implemented may have consequences for how the student will continue in the social work program.
  - Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.
- If PDP is developed, it must specify current deficiencies, goals, potential consequences for failure, point-in-time re-evaluation, and the rights to appeal in case of failure to meet goals of plan.
  - The PDP must have a place for Department Chair to sign as well as other relevant faculty members.
  - In addition to signing the PDP, the student must sign a statement acknowledging they have been informed of their rights.

#### *Evaluation of Professional Development Plan (PDP)*

- As outlined on the PDP, the individuals involved in the development of PDP will assess whether the student was successful at meeting the goals. The positive and negative consequences of the evaluation will be put in writing and articulated to the student as well as the student's right to appeal.
- Each individual, including the student, involved in the evaluation process will sign the document.

#### *Appeals Process*

- The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra field placement that delays the student's progression through the undergraduate social work program.
- The student will appeal to the College of Education and Human Services Dean or PDP Committee.
  - The faculty members involved in the development of the PDP will be invited to the meeting but do not vote.
  - The student has the right to have advocates present at this meeting and bring forth any evidence.

## ROLE OF RESEARCH IN THE CURRICULUM

The doctoral dissertation is the culminating project of the program. Research is a key component of the curriculum, supported by all coursework, including the theory-based and the research-related courses.

### THE DSW DISSERTATION

An independent dissertation which must include an exhaustive literature review is required. In accordance with the mission of the KU/MU DSW program—to *prepare graduates for innovation and leadership in social work theory, practice, and education*—the aim of dissertation research should be development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of conducting independent research in the future.

In preparation for your experience with research in the MU DSW program, following is a summary of the definition of a “research question.” It will be useful to you as you enter your first semester of the program and throughout your dissertation experience.

### DEFINITION OF A RESEARCH QUESTION

A question that can:

- a. *pose a puzzle to the field at a theoretical, methodological, or policy level*

The research question should reflect the mission of the social work profession to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW, 1996).

- b. *make analytical demands for solutions, rather than mere cataloging or descriptive demands*

Empirical studies will fulfill the aim of developing and applying knowledge by developing research question(s) that are answered in the form of quantitative design, qualitative design, or mixed methods design. This includes asking questions about best (i.e., effective, efficacious, efficient, beneficial, humane) methods (i.e., programs, practices, training, organizational configuration) for responding to rather than simply describing some social issue, problem, condition, or population with specific characteristics, conditions, or problems.

- c. *lead to a reasonable research methodology*

Research methodologies include but are not limited to: survey research, secondary analysis, meta-analysis, systematic review, ethnography, intervention research, program evaluation, case study, and practice theory development with practical or translational applications for diverse populations.

## **GRADUATE STUDENT GRANT APPLICATION GUIDELINES**

Research funding is provided to graduate students at Millersville University. There are a few options that can be found at the link, below.

- [Student Research | Millersville University](#)

## COURSE DESCRIPTIONS

### 700 SOCIAL WORK LEADERSHIP I

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined. 3 s.h. 3 c.h. Prerequisite: Acceptance into the DSW program or permission of the chair of the department.

Students will:

- Understand selected theories of organizational functioning
- Utilize strategies and methods available to influence organizational behavior
- Recognize leadership approaches and their application to organizational contexts
- Facilitate organizational change toward innovative practice

### 701 SOCIAL WORK LEADERSHIP II

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political changes, and workforce challenges. 3 s.h. 3 c.h. Prerequisite: SOWK/SWK700 Social Work Leadership I or permission of the chair of the department.

Students will:

- Incorporate historic and current theories of management into administrative practice
- Identify management tasks within varied organizational environments
- Develop an understanding of relevant administrative practices and principles
- Recognize the role of management in producing and implementing change within an agency
- Understand the values and ethics involved in managing human service organizations
- Become familiar with managerial challenges within a political environment
- Apply management concepts and skills to a variety of situations

## 704 SOCIAL WORK TEACHER-SCHOLAR I

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching. 3 s.h. 3 c.h. Prerequisite: Acceptance into the DSW program or permission of the chair of the department.

Students will:

- Categorize and discriminate among seminal and contemporary theories of education in social work
- Critically examine and appraise theories of social work relative to the Code of Ethics of the National Association of Social Work
- Demonstrate the beginnings of the process of adopting the professional identity of the social work scholar-practitioner in part through adoption of the attributes of the life-long learner and the conscious use of the professional self

## 705 SOCIAL WORK TEACHER-SCHOLAR II

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings. 3 s.h. 3 c.h. Prerequisite: SOWK/SWK704 The Social Work Teacher-Scholar I or permission of the chair of the department.

Students will:

- Identify, articulate, and synthesize theories of social work education for their own practice
- Design, effectively deliver, and evaluate curricula for diverse learners consistent with evidence-based teaching practice
- Demonstrate self-reflection to assess and continuously improve teaching effectiveness in the context of a mentoring relationship
- Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy

- Apply setting-appropriate accreditation standards to curriculum development

#### 710 RESEARCH METHODOLOGY

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods, and techniques will be examined. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research. While qualitative and mixed methods will be covered, the major emphasis of the course will be on quantitative approaches and analytical techniques. Knowledge and skill learned in this course will constitute the building block for subsequent research related coursework in the DSW program and the completion of a successful dissertation.

Students will:

- Critically review and synthesize knowledge.
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Understand information collection, storage, and manipulation

#### 715 MULTIVARIATE ANALYSIS

Doctoral students will practice descriptive, univariate, and bivariate inferential statistics, and multiple regression. Further, students will gain a foundation in repeated measures analysis, logistic regression, and multivariate analysis of variance. Students will use multivariate analysis to conduct meta-analysis of literature and the evaluation of programs.

Students will:

- Critically review and synthesize knowledge.
- Apply multivariate statistical analysis for research and evaluation
- Use multivariate statistical analysis to initiate and carry out evaluation of process, outcome, and continuous improvement

## 720-721 LEADERSHIP/TEACHING PRAXIS I, II

This experiential, two-semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by a faculty member to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis. A Pass/Fail grading model will be used for these courses.

Students will address eight of the following:

- Carry out ethical decision making for leadership
- Conduct strategic planning
- Develop advanced strategies and skills for engagement and change with simple and complex client systems
- Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership, fundraising, grant writing, budgeting, and cost-benefit analysis.
- Develop innovative programming with input from all levels of staff and stakeholders.
- Facilitate policy development and implementation to meet community needs
- Facilitate organizational change toward innovative practice.
- Locate, adapt, and apply evidence-based interventions to specific settings/client populations
- Carry out clinical team leadership
- Critically review and synthesize knowledge.
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage, and manipulation
- Conceptualize and construct social work theory for teaching and leadership
- Use qualitative research methodology and grounded theory to develop social work practice theory
- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Design curricula for a diversity of learners and learning styles consistent with evidence-based teaching practice
- Categorize and discriminate among seminal and contemporary theories of education in social work.



- Critically examine and appraise theories of social work relative to the NASW Code of Ethics.
- Synthesize, justify, and internalize selections of theories of social work education for practice
- Effectively deliver curriculum using such techniques of adult learning as constructive and collaborative learning, distance education and technologically-enhanced education
- Demonstrate effective instructional techniques including the use of self-reflection to assess and continuously improve teaching effectiveness.
- Apply CSWE EPAS to implicit and explicit curriculum development
- Evaluate course efficacy
- Understand career progression in the academy
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand teaching, scholarship, and service responsibilities in the academy

### 725 INTERVENTION RESEARCH

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

Students will:

- Critically review and synthesize knowledge
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage, and manipulation

### 730 QUALITATIVE RESEARCH

This course prepares doctoral students to understand the core process of qualitative study including the study design, data analysis techniques, and ethics. The students will study strategies of qualitative research including designs such as case study and ethnography along with data analysis methods such as narrative and grounded theory. The course design provides opportunities to learn the tools to enhance and critically evaluate the rigor of a qualitative study as well as to write research

proposals, report findings, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

Students will:

- Critically review and synthesize knowledge.
- Initiate and carry out qualitative evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change using qualitative data and analysis
- Assess organizations for readiness for change using qualitative data and analysis
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems for qualitative data
- Use current qualitative research software for information processing
- Understand qualitative information collection, storage, and manipulation

#### 774 COMPREHENSIVE SEMINAR

Students will engage in a collaborative learning experience in which they assess whether as doctoral students they have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work as related to leadership, teaching, or both. Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. A Pass/Fail grading model will be used for this course.

Students will:

- Demonstrate the acquisition of a sufficiently broad understanding of leadership, education, and relevant research principles
- Demonstrate the ability to add to evidence-based knowledge in the discipline as related to leadership, teaching, or both
- Design and defend a document that conceptualizes a phenomenon of interest, organizing, presenting, and critiquing theoretical and empirical knowledge, identifying areas needing further exploration, and identifying possible research method.

## 775 DISSERTATION SEMINAR

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators. A Pass/Fail grading model will be used for this course.

Students will:

- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand the professional and civic responsibilities of the social work leader and scholar

## 776-777 DISSERTATION I, II

Students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval for the conduct of their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A pass/fail grading model will be used for these courses.

Students will:

- Complete an independent dissertation including a publishable, stand-alone literature review
- Publish and/or present one component of the dissertation in at least one refereed venue.

## SOCIAL WORK ELECTIVES

Students will complete two electives during the program. These electives will be selected in consultation with their Dissertation Chair and DSW Director. In general, electives should have a direct connection to research/dissertation interests. In order for the elective to count as credit, it must be at the graduate level and can be taken within the social work program at either University or from another Master's or Doctoral level program, **with permission from the MU Dissertation Chair, MU DSW Director, and MU Department Chair.**

Students have three options for completing the required elective courses within the DSW program:

1. Students can enroll in any graduate level elective offered by any graduate program at their home university. Approval by faculty teaching the course may first be necessary.
2. Students can take any graduate level elective offered by any graduate program within the PASSHE system and enroll as a visiting student. Form: [visiting-student-status-form-02-19-15.pdf \(millersville.edu\)](#)
3. Students can take any graduate level elective offered by any graduate program outside the system but must first get it approved by the Graduate Dean from their home university. Form: [Microsoft Word - Transfer\\_of\\_credit.doc \(millersville.edu\)](#)

## COURSE PROGRESSION

### 48 CREDITS

(note that curriculum review can result in modifications as needed)

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	700 Social Work Leadership I  710 Research Methodology	704 Social Work Teacher-Scholar I  715 Multivariate Analysis	730 Qualitative Research  725 Intervention Research
<b>Year II</b>	701 Social Work Leadership II  705 Social Work Teacher-Scholar II	720 Leadership/Teaching Praxis I  774 Comprehensive Seminar	721 Leadership/Teaching Praxis II  775 Dissertation Seminar
<b>Year III</b>	776 Dissertation I  Graduate Elective	777 Dissertation II  Graduate Elective	

### LEARNING EXPERIENCES AND INSTRUCTIONAL METHODS

- Students will experience the curriculum as part of a cohort that is characterized by cooperative and collaborative learning as well as mutual support.
- Students’ learning experiences will include online, face-to-face, and individualized instruction. Classes online will be a combination of synchronous and asynchronous sessions.
- Students will experience a program residency period in which they attend class face-to-face once each academic semester: in August, January, and May. These intensive weekends (Friday at 6:00 p.m. through Sunday noon) will function to provide face-to-face teaching, closure for the previous semester, and planning for the current semester. In addition, these intensive weekends will provide the opportunity for the program to engage in a complete program assessment and continuous improvement process. The agendas for intensive weekends appear in the table below.

## INTENSIVE WEEKEND RESIDENCY SCHEDULE AND AGENDAS

Weekend	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort
August	<ul style="list-style-type: none"> <li>• Advising &amp; Program Orientation</li> <li>• Face-to-face Instruction of Fall Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Face-to-face Instruction of Fall Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation Proposal Defense</li> </ul>
January	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Program Assessment Participation</li> <li>• Face-to-face Instruction of Spring Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Program Assessment Participation</li> <li>• Face-to-face Instruction of Spring Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Advising</li> <li>• Program Assessment Participation</li> <li>• Face-to-face Instruction of Spring Courses</li> </ul>
May	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Face-to-face Instruction of Summer Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Face-to-face Instruction of Summer Courses</li> <li>• Comprehensive Paper Defense</li> </ul>	

### PROGRAM STRUCTURE/ADMINISTRATION

For each cohort, the program lasts three academic years, from fall of Year I to spring of Year III. Students enroll in two courses per semester: fall, spring, summer. Universities will share responsibility for providing courses.

The DSW program will be housed within the Department of Social Work at Kutztown University and the School of Social Work at Millersville University. Each university has a DSW program director, a faculty member within the department/school. Program directors will be responsible for providing ongoing collaboration with his or her counterpart at the sister University; facilitating the development, articulation, and dissemination of program policy manuals and procedures; coordinating the development and evaluation of curricula; identifying and coordinating Research Advisors/Dissertation Chairs; marketing and recruitment activities; managing community-based program advisory board; coordinating admission procedures, comprehensive examinations, and advising; and coordinating residency experiences and tracking graduate clearances. Ongoing academic advising will be provided for each student by the program director of the home campus. Individualized dissertation support will be provided by doctoral faculty. In the case of a dissertation advisor’s absence or sabbatical leave, the program director will assume that responsibility.

## ADVISING, OVERALL TIMELINE, and FORMS

<b>Action</b>	<b>Responsible Person</b>	<b>Time</b>
Program Director serves as academic advisor	Department Chair & Program Director	July/August of Year 1
Introduction to the program	Program Director	July/August of Year 1
Notification of ongoing residency dates	Program Director	July/August of Year 1
Course registration completion	Program Director	Mid-August of Year 1 (then prior to each term)
Research Advisor/Dissertation Chair assignments	Student; Program Director; Department Chair	End of Year 1/Beginning of Year 2
Development of Individualized Academic Plan	Student; Research Advisor/Dissertation Chair	Fall of Year 2
Approval of Individualized Academic plan	Program Director; Department Chair	Fall of Year 2
Academic advisement meetings	Student, Program Director	Residencies and minimum of once during each session
Develop Praxis Proposal	Student; Research Advisor/Dissertation Chair	Before or during Spring/January Residency Year 2
Approve Praxis Proposal	Program Director; Department Chair	Following close of Spring/January Residency Year 2
Comprehensive Paper Development	Student; Research Advisor/Dissertation Chair	During Praxis I and Comprehensive Seminar spring semester Year 2
Dissertation Committee Member Selection	Research Advisor/Dissertation Chair in consultation with Program Director and Department Chair	During Comprehensive Seminar
Comprehensive Paper Defense	Student; Dissertation Committee	Summer/May Residency Year 2
Dissertation Proposal Brief Approved (Abstract)	Dissertation Chair; Program Director; Department Chair	Summer/May Residency Year 2
Dissertation Proposal Defense	Student; Dissertation Committee	Fall/August Residency Year 3
Dissertation Defense	Student; Dissertation Committee; Program Director	Spring semester Year 3
Graduation	Student	May Year 3

## **Research Advisor/Dissertation Chair Assignment Policy and Procedure**

**Policy:** The MU DSW Students will receive Academic/Administrative Advisement and Research Advisement and will complete a Dissertation within the three-year cohort design.

### **Definition of Roles**

#### **Advisor**

The DSW Program Director will act as advisor to all DSW students. The Director's advising responsibilities will include managing the application process; arranging for inter-university collaborative course offerings for electives and praxis courses per individualized student completion plan; organizing academic concern meetings as needed; collaborating with the Department Chair on the selection of students' Research Advisors/Dissertation Chairs; monitoring student progress; providing the first stage of approval for the written, individualized completion plan students develop with their Research Advisors/Dissertation Chairs; and consulting with Dissertation Chairs about dissertation completion progress.

#### **Research Advisor/Dissertation Chair**

The assignment of a Research Advisor/Dissertation Chair to a MU DSW student at Millersville University is determined by the Chair of the School of Social Work in consultation with the Program Director based on the student's interest and background with reflection on: the student's application essay, information shared during orientation, and the availability and willingness of MU faculty to serve in this capacity. The Chairperson of the School of Social Work will assign no more than three active doctoral students per tenure or tenure-track graduate faculty. Faculty's participation is voluntary and no faculty assignment will be mandatory. It is assumed that in most cases, the Research Advisor will become the student's Dissertation Chair.

#### **Dissertation Committee**

The dissertation committee shall be composed of three members. The Chair of the Committee in consultation with DSW program director and Department Chair will identify members from within and outside the department to fulfill primarily three functions. One will be the presence of sufficient skill in the area of methodology pertaining to the dissertation research. The second function will be availability of expertise in the substantive and/or theoretical area. And the third function will be filling additional gaps and needs the student and committee identify as essential to the timely completion of the dissertation. Once the committee members have been identified, the student will ask them to participate in their dissertation process. Final committee member selection will be approved by the Program Director and the Department Chair.

#### **Procedure**

DSW students are assigned an Academic Advisor (DSW Program Director) and a Research Advisor/Dissertation Chair. The Research Advisor/Dissertation Chair has the responsibility of overseeing the successful completion of the DSW program within the three-year cohort design of the program. More specifically, the Research Advisor/Dissertation Chair will help the student develop a proposal for Praxis I and II and develop a Comprehensive Paper; chair the defense of the comprehensive paper; provide consulting about the timeline for dissertation completion and defense; become the official Dissertation Chair; and help identify additional elective course work to aid the student in the dissertation completion. A written Individualized Academic Plan will be developed and will include information regarding the above particulars of the procedure and will be reviewed by the DSW Program Director with a recommendation for approval by the Department Chair. A Dissertation



Proposal Brief will be developed by the student and approved by the Dissertation Chair, the DSW Program Director, and the Department Chair.

## MU DSW Individualized Academic Plan

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Area of research interest and dissertation** (30 words)

**Potential Praxis Assignments**

Praxis I (Theoretical Framework): Focus, brief description of work (30 words), and time-line

Praxis II: Focus, brief description of work (30 words), and time-line

**Comprehensive paper topic timeline** (20 words)

**Dissertation committee membership selection:**

Dissertation Chair      Functional role in dissertation *(use one or more of three defined in policy)*

Committee Member #2      Functional role in dissertation *(use one or more of three defined in policy)*

Committee Member # 3      Functional role in dissertation *(use one or more of three defined in policy)*

**Elective Course work in support of dissertation:**

Elective one title and utility in dissertation:

Elective two title and utility in dissertation:

Dept. Chair \_\_\_\_\_ DSW Program Director \_\_\_\_\_ Date: \_\_\_\_\_

More specifically, the Research Advisor/Dissertation Chair in consultation with the Program Director will help the student develop a proposal for Praxis I and II, develop a comprehensive paper, chair the defense of the comprehensive paper, provide consulting about the time-line for dissertation completion and defense, become the official Dissertation Chair, and help identify additional elective course work to aid the student in the dissertation completion. A written individualized DSW completion plan will be developed by the end of fall semester of the second year that will include information regarding the above particulars of the procedure and will be reviewed by the DSW Program Director with a recommendation for approval by the Department Chair.

**MU DSW DISSERTATION PROPOSAL BRIEF**  
(one-page)

**Student:**

**Dissertation Committee Chair:**

**Dissertation Title:**

**Statement of Problem:**

**Implications for Social Work Teaching and/or Leadership:**

**Research Question(s):**

**Methodology:**

- Design
- Method
- Sampling
- Data Collection Plan

**Timeline:**

**Approved by:**

Dissertation Committee Chair / Date \_\_\_\_\_

DSW Program Director / Date \_\_\_\_\_

Department Chair / Date \_\_\_\_\_

## PROGRAM COMPETENCIES

The Doctor of Social Work is comprised of an outcome-based curriculum. The curriculum—including coursework, praxis, and residencies—is continuously evaluated based upon the students’ ability to demonstrate a series of competencies. These competencies are operationalized via specific practice behaviors and are evaluated using multiple measures.

<b>Student Learning Outcome</b>	<b>Student Learning Experience</b>
Carry out ethical decision-making for leadership	Social Work Leadership II; Intervention Research; Leadership/Teaching Praxis I, II; Dissertation Seminar
Conduct strategic planning	Social Work Leadership I; Praxis Experience
Develop advanced strategies and skills for engagement and change with simple and complex client systems	Social Work Leadership I; Praxis Experience
Develop innovative programming with input from all levels of staff and stakeholders	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Facilitate policy development and implementation to meet community needs	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Locate, adapt, and apply evidence-based interventions to specific settings/client populations	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar
Facilitate organizational change toward innovative practice	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Manage stakeholder relationships	Social Work Leadership II; Praxis Experience
Carry out clinical team leadership	Social Work Leadership II; Praxis Experience
Define and evaluate setting-specific cultural competence, social justice, and safety policies for personnel and service recipients	Social Work Leadership II; Praxis Experience
Produce differential models blending advanced leadership and practice theory	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar
Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership board management and development, fundraising, grant writing, budgeting, and cost-benefit analysis	Social Work Leadership I; Social Work Leadership II; Praxis Experience

<b>Student Learning Outcome</b>	<b>Student Learning Experience</b>
Understand uses of information management systems	Social Work Leadership II; Praxis Experience; Multivariate Analysis; Dissertation I; Dissertation II; Intervention Research; Dissertation Seminar
Use current software for information processing	Praxis Experience
Understand information collection, storage, and manipulation	Social Work Leadership I; Social Work Leadership II Praxis Experience; Dissertation Seminar; Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar
Use agency mission and goals to guide the creation of logic models that inform management information systems	Social Work Leadership I; Praxis Experience
Critically review and synthesize knowledge	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar; Multivariate Analysis; Dissertation I; Dissertation II;
Articulate context-specific current state of knowledge	Social Work Leadership I; Praxis Experience; Dissertation I; Dissertation II; Dissertation Seminar
Apply multivariate statistical analysis for research and evaluation	Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar; Praxis Experience
Develop and utilize evidence-based practice innovations	Social Work Leadership II; Praxis Experience
Locate, adapt, and apply evidence-based interventions to specific populations/challenges consistent with social work values as articulated by the National Association of Social Workers	Social Work Leadership II; Praxis Experience

<b>Student Learning Outcome</b>	<b>Student Learning Experience</b>
Initiate and carry out evaluation of process, outcome, and continuous improvement	Intervention Research; Social Work Leadership II; Praxis Experience; Qualitative Analysis
Differentially select appropriate research designs and types of data for collection, selection, and analysis	Intervention Research; Dissertation Seminar; Dissertation I; Dissertation II; Praxis Experience; Multivariate Analysis; Qualitative Analysis
Demonstrate skills for advanced quantitative and qualitative data analysis	Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar; Intervention Research; Qualitative Analysis; Multivariate Analysis; Praxis Experience
Interpret findings for program decision-making	Intervention Research; Dissertation I; Dissertation II; Dissertation Seminar; Multivariate Analysis; Qualitative Analysis; Praxis Experience
Assess community readiness for change	Multivariate Analysis; Qualitative Analysis; Praxis Experience
Assess organizational readiness for change	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Critically evaluate and deconstruct theories of social work practice	Intervention Research; Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Conceptualize and construct social work theory for teaching and leadership	Social Work Teacher-Scholar II; Social Work Leadership II; Praxis Experience
Demonstrate understanding of the history and philosophy of the social work profession	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Use qualitative research methodology and grounded theory methods to develop social work practice theory	Qualitative Analysis; Praxis Experience
Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making	Dissertation I; Dissertation II; Dissertation Seminar; Praxis Experience

<b>Student Learning Outcome</b>	<b>Student Learning Experience</b>
Design curricula for diverse learners consistent with evidence-based teaching practice	Social Work Teacher-Scholar II; Praxis Experience
Effectively deliver curricula using techniques such as constructive and collaborative learning, and technologically-enhanced education	Social Work Teacher-Scholar II; Praxis Experience
Demonstrate effective instructional techniques	Social Work Leadership II; Social Work Teacher-Scholar II; Praxis Experience; Dissertation Seminar; Intervention Research; Qualitative Analysis;
Apply Council on Social Work Education’s Educational Policy and Accreditation Standards to curriculum development	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Social Work Leadership I; Social Work Leadership II; Praxis Experience
Evaluate course efficacy	Social Work Teacher-Scholar II; Praxis Experience
Understand career progression in the academy	Social Work Teacher-Scholar II; Praxis Experience
Adopt attributes of the life-long learner	Social Work Teacher-Scholar I; Praxis Experience; Dissertation Seminar
Use self-reflection to assess and continuously improve teaching effectiveness	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Integrate mentoring experiences into academic development	Social Work Teacher-Scholar II; Praxis Experience
Understand teaching, scholarship, and service responsibilities in the academy	Social Work Teacher-Scholar II; Praxis Experience
Demonstrate all competencies in field setting	Field Praxis Experience
Articulate specialized knowledge in either social work leadership or education	Dissertation Seminar; Dissertation I; Dissertation II

## **PRAXIS, COMPREHENSIVE PAPER, ELECTIVES, DISSERTATION PROPOSAL, & DISSERTATION: THE FINAL 24 CREDITS**

Note that after the first 8 DSW courses (24 credits) are completed, the remaining 24 credits emphasize the interface of the Leadership/Teaching Praxis Experience, Comprehensive paper, chosen electives, and Dissertation. The spring Praxis Experience should contribute to the writing and themes of the spring Comprehensive paper and its defense in May; the successfully defended Comprehensive paper should serve as the segue to the Dissertation proposal research, writing, and defense. The culmination is successful defense of the final Dissertation, Graduation, and earning the Doctor of Social Work degree. The sections that follow will provide review of the Praxis, Comprehensive paper, electives, Dissertation proposal, and final Dissertation.

### **LEADERSHIP/TEACHING PRAXIS**

This experiential, two-semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by a faculty member to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis.

#### **LEADERSHIP/TEACHING PRAXIS I & II**

##### **Catalog Description with Prerequisites:**

This experiential two semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis.

**Prerequisites:** SWK/SOWK 701: Social Work Leadership II; SWK/SOWK 705: The Social Work Teacher-Scholar II

##### **Course Objectives:**

The praxis is an individualized opportunity for the student to synthesize learning from the first year's pedagogy and leadership courses into a semester-long self-designed (but instructor guided) learning experience. As such, the learning objectives will be individualized. Below, the student will find a comprehensive list of the 32 course objectives from the first four courses in pedagogy



and leadership from the first year of study in the DSW program. The student need not address every objective from this list in the course of the semester-long praxis. Rather, this list is offered as a guide. The student, in concert with the faculty praxis instructor, a faculty member who is matched with the student in collaboration with the DSW Program Director, will be expected early in the course to develop a list of 8-10 praxis objectives incorporating the theoretical foundations, specific strategies, developmental trajectories, and assessment techniques that the student plans to incorporate to ensure the student's successful integration of learning from the first year of study into the second-year praxis experience:

- Carry out ethical decision making for leadership
- Conduct strategic planning
- Develop advanced strategies and skills for engagement and change with simple and complex client systems
- Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership, fundraising, grant writing, budgeting, and cost-benefit analysis.
- Develop innovative programming with input from all levels of staff and stakeholders.
- Facilitate policy development and implementation to meet community needs
- Facilitate organizational change toward innovative practice.
- Locate, adapt, and apply evidence-based interventions to specific settings/client populations
- Carry out clinical team leadership
- Critically review and synthesize knowledge.
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage, and manipulation
- Conceptualize and construct social work theory for teaching and leadership
- Use qualitative research methodology and grounded theory to develop social work practice theory
- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Design curricula for a diversity of learners and learning styles consistent with evidence-based teaching practice
- Categorize and discriminate among seminal and contemporary theories of education in social work.
- Critically examine and appraise theories of social work relative to the NASW Code of Ethics.
- Synthesize, justify, and internalize selections of theories of social work education for practice.
- Effectively deliver curriculum using such techniques of adult learning as constructive and collaborative learning, distance education and technologically-enhanced education

- Demonstrate effective instructional techniques including the use of self-reflection to assess and continuously improve teaching effectiveness.
- Apply CSWE EPAS to implicit and explicit curriculum development
- Evaluate course efficacy
- Understand career progression in the academy
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand teaching, scholarship, and service responsibilities in the academy

**Course Overview:**

This two-semester course is designed to allow each student to take the knowledge he/she has learned in this program's first year courses and put it to practical application. The goal of the course is to allow each student to implement the knowledge and skills they have learned within a real-world situation.

The course is designed so that each student will either set his/her own goals and objectives or will be working with a faculty or another approved individual to set goals for the course.

Self-reflection and evaluation are key to ongoing professional development for those in leadership roles and in the academy. Therefore, students will be expected to maintain a journal that chronicles their goals and objectives, their accomplishments, their challenges, and their lessons learned. Students will be expected to share this information during weekly sessions with research advisor/course instructor/dissertation chair to foster ongoing professional development.

## **Praxis Task Examples**

### *Praxis Examples for Education*

- teaching
- develop lesson plans
- program development
- research project on education/teaching
- curriculum mapping
- review/refine assignments across the curriculum
- literature review for sequence development
- promote student retention
- sequence development:
  - research
  - policy
  - practice
  - HBSE
- program accreditation
- modify program materials to conform with CSWE EPAS
- assessment systems
- student manuals
- field manuals
- field instructor training
- faculty development
- research institute development
- field (director) administration
- systems of information management

### *Praxis Examples for Leadership*

- management information systems
- evidence-based practice development
- outcome based practice development
- training programs for staff development
- professional development programs
- personnel evaluation systems
- research project on leadership
- collaborative projects with academe
- grant writing development

## Roles

1. Academic Advisor: identified advisor at university of original application (usually the program director) provides suggestions for identifying the Faculty Praxis Instructor (usually the Research Advisor/Dissertation Chair); signs and approves the final Praxis Proposal.
2. Faculty Praxis Instructor: a faculty member at the university of original application who guides and monitors the praxis experience and meets with the student weekly to facilitate integration of learning and guide self-reflection.

## Process

1. Start of Spring term of Year 2, submit draft of the Praxis Proposal to Research Advisor/Dissertation Chair. Within the first week of the course, further refine the “DSW Praxis Proposal” by establishing: Description of Praxis Process, Program Competencies to be addressed (identify 8), and Description of Deliverables with Timeline. This will establish Learning Outcomes of the praxis. These Learning Outcomes include specific goals and objectives and how they will be operationalized in the praxis experience (i.e., course requirements).
2. Finalize the plan with the Faculty Praxis Instructor and seek approval/signature on the “DSW Praxis Proposal” form.
3. Provide a signed, completed copy to the MU DSW Program Director by the third week of the semester.
4. The Faculty Praxis Instructor should consider using the “DSW Praxis Weekly Journals” form to monitor the student’s work.

***PRAXIS PROPOSAL***

Student:

Semester/Academic Year:

**Description of Deliverables with Timeline (list items will complete as part of the Praxis Project):**

Deliverable	Timeline	Competency

**Description of Praxis Process (list steps will take to complete the Praxis):  
Program Competencies Addressed:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Approvals (Dates should appear in chronological order)**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Praxis Instructor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**DSW Praxis Weekly Journals**  
SOW/SWK 720: *Leadership/Teaching Praxis I*  
SOW/SWK 721: *Leadership/Teaching Praxis II*

**Praxis Instructor: Dr. ....**

The Journal assignment serves as an evaluation tool and assesses progress in accomplishing the Deliverables and Competencies listed in the Praxis Learning Contract.

A total of 14 journals are required for the Spring (year) semester, to be submitted via D2L on a weekly basis, with the final journal due no later than (add date here).

*Journal Format*

DSW Student Name:

“Title/Theme” of Praxis for Spring (year):

Each journal will include:

1. Description of the deliverables and competencies relevant to the discussion. (Each competency identified shall appear in a journal at least once during the term.)
2. Incorporation of professional social work terminology; values and ethical standards from the Code of Ethics; and theories/perspectives/models.
3. Personal reflection and self-evaluation. Discuss challenges and lessons learned, and their connection to enhancement and development of teaching skills and leadership skills.

## Comprehensive Paper

### Kutztown University/Millersville University DSW Program

#### Purpose

The Comprehensive Paper is the basis for assessing whether doctoral students have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing theoretically and empirically based knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research.

The Comprehensive Paper should:

- demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and
- indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to the practice of social work.

#### Requirements

Students will be informed of the requirements and process for completing the Comprehensive Paper during the Spring Residency of the second year of the program. The comprehensive paper should be a minimum of 50 double-spaced, typewritten pages, excluding references, title page, and table of contents. The Comprehensive Paper must adhere to all APA (7th ed.) guidelines and conventions.

#### Deadlines

1. Students will submit feedback to each group member's section one week before the section is due. The grading rubric included as Appendix A of this syllabus will be used for peer feedback and instructor grading.
2. The four major sections of the Comprehensive Paper will be submitted as separate assignments throughout the semester. All students should submit their papers in SOWK 774: Comprehensive Seminar D2L Course Shell, using the *My Assignments* section. After submission, students will be able to view a Turnitin originality report for their paper.
3. Students will submit their Final Comprehensive Paper **by 11:59PM on the first Friday in May.**
4. During the Summer Residency, students will provide an oral defense of their Comprehensive Paper to their Dissertation Chair and committee member(s) that highlights an overview of the phenomenon, the research question the student will explore in dissertation, and possible methodology to employ. Students will receive immediate oral feedback following the oral defense as well as the graded rubric.

#### Defense

Using the grading rubric, students will receive feedback from the committee who reads and hears their defense. Students will either "Pass," "Pass with Revisions," or "Not Pass" the Preliminary Paper. Students must receive a grade of "Pass" or "Pass with Revisions" in order to enter the dissertation phase of the program (Fall Semester of the Third Year). If students do not pass the Preliminary Paper, they will receive feedback on what remedial work is required, which must be addressed and completed by the end of the summer before the Fall Semester of the Third Year. The original committee will review the remedial work and make determination, in consultation with the Program Director, on whether the student is able to proceed to the dissertation phase. Once the student passes the preliminary paper defense, they have met all requirements but the dissertation in the DSW program and has entered candidacy (ABD).

#### Comprehensive Paper Outline

##### Title Page

- Descriptive title no longer than 12 words
- Author, institutional affiliation, date
- Key words

Introduction Section (this is an overview of the phenomenon; phenomenon = the social work problem)

- Clear statement of purpose for the exploration of the topic area
- Description of focal problem, including scope and magnitude
- Description and justification of study purpose and rationale (study purpose)
- Description of importance/relevance for social work (practice, education, policy)

#### Theoretical Framework(s)

- Succinct overview of the constructs of theory/ies that inform the problem per relevance to social work

#### Literature Review

- Selection process of identifying and selecting relevant literature, including databases
- Assessment of scope, relevance, and methodological quality of literature reviewed
- Review and synthesis of major findings concerning the phenomenon of interest, including what is known, what is not known, and what needs to be known
- Discussion of major conclusions based upon the preceding elements

#### Implications and Conclusions

- Summary of implications for social work practice across levels (micro, mezzo, and/or macro) and systems (individual, family, groups, organizations, and/or community)
- Brief statement of contributions the proposed dissertation study will make to the literature as related to social work education and/or leadership
- Identification of two distinct research questions (or distinct sets of research questions) and an overview of a methodology to address each (2-3 paragraphs)
- One of the two research questions should lead to a primarily qualitative study and the other to a primarily quantitative study

References (not counted toward page limit; absolute adherence to APA (7th Ed.)



**Assessment**

Using the grading rubric, students will receive feedback from the committee who reads and hears their defense. Students will either “Pass,” “Pass with Revisions,” or “Not Pass” the Comprehensive Paper. Students must receive a grade of “Pass” or “Pass with Revisions” in order to enter the dissertation phase of the program (Fall Semester of the Third Year). If students do not pass the Comprehensive Paper, they will receive feedback on what remedial work is required, which must be addressed and completed by the end of the summer before the Fall Semester of the Third Year. The original committee will review the remedial work and make a determination or determine, in consultation with Program Co-Directors, whether the student is able to proceed to the dissertation phase. Once the student passes the comprehensive paper, having completed 30 credits, he/she has met all requirements but the dissertation in the DSW program and has entered candidacy (ABD designation, meaning All But Dissertation).

**Comprehensive Paper Outline** (from Krathwohl & Smith, 2005)

<b>How well did the student....</b>	<b>Strong</b>	<b>Acceptable</b>	<b>Weak— improvement needed</b>	<b>Not applicable</b>
Begin the introduction with a strong, clear problem statement?				
Clearly state and describe the problem?				
Demonstrate the problem’s importance?				
Show the problem’s generality?				
Appropriately limit the problem’s scope?				
Adequately balance completeness and brevity?				
Provide a perspective on the entire proposal?				
Set a proper frame of reference?				
Select the most appropriate studies to support the proposed research?				
Carefully evaluate the strengths and weaknesses of prior research and thought?				

<p>Explain how the essential details of each study are relevant to the problem to be studied?</p>				
<p>Critically, yet succinctly, summarize current substantive knowledge about the problem?</p>				
<p>Clearly provide a theoretical framework?</p>				
<p>Convincingly argue why the study will appropriately address questions, hypotheses, or models as it related to social work leadership and/or education?</p>				
<p>Clearly show how the study will both build upon, and go beyond, prior research, substantively and/or methodologically?</p>				

**Comprehensive Paper  
Rating  
Kutztown University/Millersville University DSW Program**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signatures below indicate rating of Comprehensive Paper:

\_\_\_\_ Pass

\_\_\_\_ Pass with Revisions

\_\_\_\_ Not Pass

Pass or Pass with Revisions: required in order to enter the dissertation phase of the program (Fall Semester of the Third Year); student has met all requirements but the dissertation in the DSW program and has entered candidacy (ABD).

Not Pass: student will receive feedback on what remedial work is required, which must be addressed and completed by the end of the summer before the Fall Semester of the Third Year. The original committee will review the remedial work and make a determination or determine, in consultation with DSW Program Director, whether the student is able to proceed to the dissertation phase.

\_\_\_\_\_  
Signature of DSW Co-director or designated Faculty Member

\_\_\_\_\_  
Signature of Dissertation Chair or designated Faculty Member

## **ELECTIVES and the DISSERTATION**

As noted earlier in this Handbook, you will have two electives to complete. It is important that the electives are chosen with the understanding that they will contribute to the content and completion of the dissertation. Consult with the Dissertation Chair and DSW Director.

Students have three options for completing the required elective courses within the DSW program:

1. Students can enroll in any graduate level elective offered by any graduate program at their home university.
2. Students can take any graduate level elective offered by any graduate program within the PASSHE system and enroll as a visiting student.
3. Students can take any graduate level elective offered by any graduate program outside the system but must first get it approved by the Graduate Dean from their home university.

## **DISSERTATION PROPOSAL & DISSERTATION**

### **Definition of a Dissertation**

In order to achieve your doctoral degree, you are required to complete the research, theory, experimentation, and writing of your dissertation. A dissertation is a technical endeavor that documents and sets forth support for your original thesis. Dissertations should be complete and written for academic audiences.

Writing your dissertation will require you to use the scientific method. The scientific method means you will begin with a problem statement, move to a research question, and proceed with an empirical study of the phenomenon at hand. The majority of the doctoral dissertation writing process is collecting and organizing the pieces of evidence you collect into an orderly and presentable form. The essence of a dissertation is demonstrating critical thinking skills, not presenting experimental data.

Analyzing research, presenting concepts, and stating all lessons learned, not just the facts, is the application of the dissertation. Each statement within your dissertation should be supported by a reference to published scientific literature, or by your own original work. However, a dissertation should not repeat the details of the published sources' critical thinking and analysis; it should instead use the published work's results as demonstrable and refer readers to it as a source for additional detail.

### **Comprehensive Paper Forms Base of Dissertation Proposal; Dissertation Proposal Forms Base of Dissertation**

The Comprehensive Paper content is used to frame the first chapters of the Dissertation Proposal and the Dissertation Proposal will guide the collection of data and composition of the final Dissertation. The Dissertation Proposal will be defended at the August/Fall Residency of Year 3 in the program.

The dissertation proposal will include these elements:

Title Page

Abstract

Chapter 1 Introduction

Chapter 2 Literature  
review, which includes

Theoretical Framework

Chapter 3 Methodology and Research Approach

References

Appendices (if any)

The final dissertation will expand to include:

Chapter 4 Findings

Chapter 5 Discussion and Implications

Chapter 6 Conclusions and Recommendations

### **Roles & Responsibilities**

#### **Student**

The doctoral student has the primary responsibility for the dissertation from the creation of the subject matter to the preparation of the final defense. The student is responsible for ensuring that the dissertation manuscript meets accepted standards for scholarly writing and has thoroughly proofread the documents for accuracy including spelling, punctuation, and grammar. The student also should become familiar with the *Publication Manual of the American Psychological Association*, 7th edition, the required academic style manual. The student should also follow the dissertation outline and formatting that follow. Remember to allow the reader (e.g., the Dissertation Chair) at least 14 days to read drafts.

### **Dissertation Committee Chair**

The dissertation committee chair, who must be a member of the MU DSW faculty, accepts and assumes the major responsibility to work directly with the graduate student in the research. The dissertation committee chair will work closely with the student in all aspects of the dissertation experience, including the development of the research proposal, the implementation of the research design, the analysis of the data or supporting evidence, and the writing of the dissertation. The dissertation committee chair has the responsibility to edit the dissertation for accuracy in terms of both content and format. Prior to the submission of the dissertation to the dissertation committee, it is the responsibility of the dissertation committee chair to review the document and ensure that it is of high quality in content and literary style before forwarding to others.

### **DSW Program Director**

The MU DSW Program Director monitors dissertation progress and ensures that the student is making acceptable progress on the dissertation in a timely manner for the student's intended graduation.

### **Graduate Studies**

The Millersville University Graduate Studies program oversees and implements all policies and procedures governing graduate dissertations. It publicizes and disseminates the articulation of these policies to the graduate community.

### **Dissertation Grading Policy**

Dissertations are evaluated by the student's committee and a grade is entered by the committee chair on the basis of P (Pass), F (Fail), or I (Incomplete).

## **Role of "Theory"**

### **Theory/Conceptualization**

Students will be expected to incorporate theory on, or linkages to, leadership and education in the research. Theory is often defined as a systematic explanation for a set of facts. However, note that in social work research, research may also be driven by:

- conceptualization in the form of a well-developed conceptual framework
- accumulated practice wisdom
- deductive reasoning using scientific method
- framework
- hypothesis
- model

- perspective
- proposition
- school of thought
- set of principles
- values of social work Code of Ethics (NASW, 2017)

## **Choosing a Topic and Committee**

In consultation with the DSW Program Director and approval by the Department Chair, the student is responsible for selecting a topic. The Research Advisor normally becomes the Dissertation Chair. Some things you can consider when choosing a dissertation topic:

1. Begin by exploring topics that match your interests, knowledge, and skills, and that relate to the DSW themes of teaching and/or leadership.
2. Consider what is happening in your professional field. New innovations can be explored further.
3. Choose a topic that will keep you engaged, one that interests you long term.
4. Discuss your ideas for the dissertation with faculty members who have an interest and expertise in the area of your selected topic. You may explore possible topics with several faculty members before selecting your final topic.
5. Work with your Dissertation Chair to form a committee. Normally, you will benefit from having these roles met: familiarity with the topic, familiarity with the methodology, and the ability to oversee and help you manage the process from start to finish.

## **MU DSW Dissertation Timeline**

Deadlines and timeline may vary depending on your topic and your committee chair. This timeline is intended as a general guideline. Note that throughout the process, edits should be submitted properly and in a timely manner. Allow readers two weeks' notice and Dissertation Chair should make all edits before sending to committee members. Dissertation Chair and student must communicate regularly and with clarity.



**Timeline for Dissertation**

<b>When</b>	<b>Coordinating experience</b>	<b>What</b>
Spring of Year 2	Praxis I; Comprehensive Seminar; Plan electives	The Comprehensive Paper (written during the spring term of year 2) is considered a qualifying benchmark in progression to ABD (all but dissertation) status. Typically, the Praxis experience is related to the Comprehensive Paper. You will receive guidance from the Research Advisor/Dissertation Chair. Plan how you will fulfill the two electives: Year 2 summer and Year 3 fall; Year 3 fall and spring; or two in one term. The electives should support the dissertation.
May of Year 2		Submit Comprehensive Paper to the MU DSW D2L Assignment folder and to the Dissertation Chair no later than midnight of first Friday in May. In consultation with Dissertation Chair (who consults with Program Director and Chair), plan to identify two committee members.
May Residency, Year 2		Defend Comprehensive Paper at May Residency. The Dissertation Chair and at least one other faculty member (committee member, DSW Program Director, or other faculty) will attend. Dissertation Chair will submit results to DSW Program Director.
Summer of Year 2	Dissertation Seminar	In consultation with the Dissertation Chair, develop the Comprehensive Paper into a Dissertation Proposal and prepare to submit proposal to IRB. Submit Dissertation Request Registration Form to DSW Director. [Ensure plan for completion of elective(s) in support of dissertation.]
August Residency, Year 2		Defend Dissertation Proposal at August Residency (Dissertation Chair and committee attend). Submit DSW Dissertation Proposal Approval form to DSW Program Director.
Fall of Year 3	Dissertation I	If not already approved, submit IRB proposal. Conduct the research. [Ensure plan for completion of elective(s) in support of dissertation.]
Spring of Year 3	Dissertation II	Continue research and writing. Consult with Dissertation Chair to plan completion. Apply for graduation. [Ensure plan for completion of elective(s) in support of dissertation.]
No later than mid-April Year 3	Dissertation II	Schedule, send invitations, and hold the Dissertation Defense (with Dissertation Chair and committee); see Defense guidelines. Complete revisions. Submit the Dissertation Defense Report to DSW Director. Refer to the Dissertation checklist.
By end of April Year 3	Dissertation II	Submit revised, final version of the dissertation to your Dissertation Chair for review. Submit the Doctor of Social Work Dissertation Submission form to DSW Director. Follow MU Dissertation Policies to submit final pdf copy of dissertation for publication.
May of Year 3		Dissertation grade will be submitted by Dissertation Chair.
May		Attend the Commencement Ceremony.

## DISSERTATION OUTLINE, DEFENSE, FORMATTING, FORMS, & SUBMISSION

### MU DSW Checklist for Dissertation

- ✓ During the summer enrolled in Dissertation Seminar, Submit **Dissertation Request Registration Form** to Dissertation Chair, who submits to DSW Director. Dean of Graduate Studies is final signature and forwards form to the Registrar.
- ✓ After successful Dissertation Proposal defense, submit signed **Dissertation Proposal Approval Form** to DSW Director who will forward to Graduate Studies. All committee members must be assigned and listed before submission.
- ✓ Submit an **Application for Graduation** by the appropriate deadline.
- ✓ **Dissertation Defense Report** is completed by the committee chair after the defense and submitted to DSW Director who will forward to Graduate Studies. The chair submits the final grade.
- ✓ Submit electronic copy of **final document** in PDF format along with **Doctor of Social Work Dissertation Submission Form**.
- ✓ Submit electronic copy of **final document** in PDF format to Research Commons.
- ✓ Be sure your committee **chair has submitted a grade** for dissertation credits.
- ✓ Copyright permission letter(s) from copyright owner(s) must be included **if copyrighted material is used** outside of the guidelines of fair use.
- ✓ A letter from the owner of the software license granting permission to use their software must be attached **if executable software owned by another party** is used in the thesis.
- ✓ Required pages are in proper order.

## MU DSW DISSERTATION OUTLINE

[Adapted from these resources:

Bloomberg, L.D., & Volpe, M. (2018). *Completing your qualitative dissertation: A road map* (4<sup>th</sup> ed.). Sage.

Krathwohl, D., & Smith, N. (2005). *How to prepare a dissertation proposal: Suggestions for students in education & the social and behavioral sciences*. Syracuse University Press.]

### ORDER OF ELEMENTS

#### *front matter*

Title Page  
Approval Page (see MU Handbook)  
Copyright page (optional)  
Abstract (see MU Handbook)  
Dedication (optional)  
Acknowledgments  
Table of Contents  
List of tables and figures

#### *body*

Chapter 1 Introduction  
Chapter 2 Literature review  
Chapter 3 Methodology and Research Approach  
Chapter 4 Findings  
Chapter 5 Analysis and Synthesis  
Chapter 6 Conclusions and Recommendations

#### *back matter*

References  
Footnotes  
Tables  
Figures  
Appendices

## Overview

Following is a map that briefly outlines the contents of an entire dissertation. This is a comprehensive overview and as such is helpful in making sure that at a glance you understand up front the necessary elements that will constitute each section of your dissertation. Reasons for inclusion, quality markers, and frequent errors are included for each element of the dissertation.

## Front Matter

- ✓ Title page
- ✓ Copyright page (optional; copyrights are automatic; formal copyright requires a fee)
- ✓ Abstract
- ✓ Dedication
- ✓ Acknowledgments
- ✓ Table of contents
- ✓ List of table and figures (only those in chapters, not those in appendices)

## Title Page

The title gives a clear and concise description of the topic and/or problems and the scope of the study. The title page will show the title; the author's full name; the degree to be conferred; the university, department, and college in which the degree is earned; and the month and year of approval. Margins for the title page and the entire document are left—1.5 inches; right, top, and bottom—1 inch. Also, the title should be in all capitals.

Students often labor over coming up with a dissertation title at the early stages of dissertation work. It is a good idea to create what is, in effect, a “working title” as you think about your topic and hone your problem and to refine this title as your study proceeds. A title generally captures the major thrust of your research. A working title becomes a guiding focus as you move through your study. Keeping notes or journaling about how and why your title changes over time is a useful exercise because it tracks developments in your thinking as your study progresses.

## Reason

The title both guides and reflects the purpose and content of the study, making its relevance apparent to prospective readers. The title is also important for retrieval purposes, enabling other researchers to locate it through a literature search.

## Quality Markers

A well-crafted title conveys the essence and purpose of the study. The title should include the type of study (“An Analysis”) and the participants. Use of keywords will promote proper categorization into databases such as ERIC (the Education Resources Information Center) and Dissertation Abstracts International.

## Frequent Errors

Frequent title errors include the use of trendy, elaborate, nonspecific, or literary language, and grandiose or unrealistic expectations (e.g., “Finally, a Solution to . . .”)

### **Copyright Page (optional)**

Copyright is the legal right of an owner of created material to control copying and ownership of that material. Authors of research documents who wish to protect their writing through copyright may do so. A student may file a claim to copyright by corresponding directly with the U.S. Copyright Office (Library of Congress, 101 Independence Avenue S.E., Washington, DC 20559-6000).

The copyright symbol (©) should appear with author's name and year centered between the margins on the lower half of the backside of the title page. Below the copyright line, include the statement "All Rights Reserved."

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All Rights Reserved

### **Abstract**

The abstract, limited to 350 words, is a concise summary description of the study, including statement of the problem, purpose, scope, research tradition, data sources, methodology, key findings, and implications. The abstract is written after the dissertation is completed and is written from the perspective of an outside reader (i.e., not "My dissertation examines" but "An examination of . . .").

The page numbers before the text are in Roman numerals. The abstract page is the first page to be numbered, but as iii. All Roman numerals should be centered between the left and right margins, and 1 inch from the bottom of the page. The title of the page, "ABSTRACT," should be in all capitals and centered between the left and right margins, and 2 inches from the top.

### **Reason**

The abstract's inclusion in Dissertation Abstracts International (which mandates a 350-word limit) makes it possible for other researchers to determine the relevance of this work to their own studies. Over 95% of American dissertations are included in Dissertation Abstracts International.

### **Quality Markers**

Marks of quality include conciseness and accuracy. The abstract should also be written in the third person (active voice without the personal pronouns *I* and *we*). Generally, the first sentence of an abstract describes the entire study; subsequent sentences expound on that description.

### **Frequent Errors**

Inclusion of irrelevant material (i.e., examples, information extraneous to the dissertation itself), exclusion of necessary material (i.e., problem, purpose, scope, research tradition, data sources, methodology, key findings, and implications), and incorrect format are frequent abstract errors.

### **Dedication and Acknowledgments**

These pages are optional, although most dissertations include a brief acknowledgment of the contributions of committee members, colleagues, friends, and family members who have supported the students' research. "ACKNOWLEDGEMENTS" should be capitalized and should appear centered between the left and right margins, 2 inches from the top. Text should begin two line spaces after "ACKNOWLEDGEMENTS."

The dedication page is separate from the acknowledgments page. If included, the dedication text should be centered between the left and right margins and between the top and bottom margins; it should also reflect a professional nature.

## **Table of Contents**

An outline of the entire dissertation, listing headings and subheadings with their respective page numbers, the table of contents lists all chapters and major sections within chapters and all back matter with page numbers.

The heading "TABLE OF CONTENTS" is centered between the left and right margins, 2 inches from the top of the page. The listing begins one double space below and even with the left margin. Leader dots are placed from the end of each listing to the corresponding page number. All major titles are typed exactly as they appear in the text. When a title or subtitle exceeds one line, the second and succeeding lines are single-spaced and indented two spaces. Double spacing is used between major titles and between each major title and its subtitle.

The table of contents may be followed by any of the following, if needed, and any of these subsequent lists are formatted in the same manner as the table of contents.

- List of tables
- List of figures
- List of illustrations

## **Reason**

The table of contents assists the researcher in organizing the material while promoting accessibility for the reader.

## **Quality Markers**

The headings and subheadings clearly and concisely reflect the material being presented. Headings and subheadings are parallel grammatically (i.e., "Introduction," "Review of Literature"). The headings and subheadings in the table of contents are worded exactly the same as those headings and subheadings in the text.

## **Frequent Errors**

Frequent errors include lack of parallelism in headings and subheadings, as well as wording in the table of contents that does not match wording in text.

## **Dissertation Chapters**

Order and format of dissertation chapters may vary by institution and department.

1. Introduction
2. Literature review
3. Methodology and Research Approach
4. Findings
5. Analysis, Interpretation, and Synthesis
6. Conclusions and recommendations

## Dissertation Chapter 1: Introduction

This section makes a case for the significance of the problem, contextualizes the study, introduces its basic components, and outlines the theoretical or conceptual framework of the study. It should be informative and able to stand alone as a document.

- ✓ **Introduction:** The introduction includes an overview of the purpose and focus of the study, why it is significant, how it was conducted, and how it will contribute to professional knowledge and practice.
- ✓ **Problem statement:** The problem indicates the need for the study, describes the issue or problem to be studied, and situates it in a broader social context.
- ✓ **Statement of purpose:** Describing the research purpose in a logical, explicit manner, the statement of purpose is the major objective or intent of the study; it enables the reader to understand the central thrust of the research. Once the problem is clearly stated, the purpose will then need to evolve to align with the problem. One way of assuring is to have one—and only one—wording for the purpose. Once you settle on the wording, use the exact wording throughout whenever you present the purpose.
- ✓ **Research questions:** Research questions are directly tied to the purpose. They should be specific, unambiguously stated, and open-ended. These questions cue readers to the direction the study will take and help to delineate the scope of the study. In qualitative studies, research questions are developed at the start of a project and become modified as the research process proceeds to address emergent issues. It is therefore important that the researcher remain responsive to the phenomena and contexts of the study so that the research questions may and often do evolve over time. For quantitative research questions, state the hypothesis and null hypothesis.
- ✓ **Overview of research design:** This section outlines the research approach, the research methodology, research setting, population and sample, instrumentation (data collection tools, as relevant), and method of data collection and analysis.
- ✓ **Rationale and significance:** Rationale is the justification for the study presented as a logical argument. Significance addresses the benefits that may be derived from doing the study, thereby reaffirming the research purpose.
- ✓ **Role of the researcher:** This section explains the role of the researcher in planning and conducting the study, with reference to the researcher's reflexive stance so that all potential subjectivities are addressed. Any relevant prior experience that may impact or enhance the study is addressed.
- ✓ **Researcher assumptions:** This section makes explicit relevant researcher assumptions, beliefs, and biases (as applicable), which may impact the research process or the actual study. Assumptions are those ideas that you believe to be true but do not have evidence to support.
- ✓ **Definition of key terminology:** Some terms may be unfamiliar to readers. Additionally, the meanings of certain terms can vary depending on the context, conceptual framework, or field of study. Making terms explicit adds precision and ensures clarity of understanding. These terms should be operationally defined or explained; that is, be sure to make clear how these terms are used in *your* study.

- ✓ ***Theoretical or conceptual framework:*** The conceptual framework draws on theory, research, and experience, and examines the relationship among constructs and ideas. As such, it is the structure or heuristic that guides your research. In essence, the conceptual framework provides the theoretical and methodological bases for development of the study and analysis of findings. When appropriate, a graphic depiction of the model is included, showing the relationships between concepts, ideas, or variables to be studied.
  
- ✓ ***Organization of the dissertation:*** This brief concluding explanation delineates the contents of the remaining chapters in the dissertation so that the reader has an idea of what to expect.

### **Reason**

The introduction sets the stage for the study and directs readers to the purpose and context of the dissertation. The theoretical or conceptual framework guides the research and plays a major role in analysis of findings.

### **Quality Markers**

A quality introduction situates the context and scope of the study and informs the reader of all components of the study. Discussion is concise and precise, and all choices are logically explained. All key elements are clearly aligned, including problem, purpose, research questions, and the rationale with regard to research design, methodology, and methods. The role and function of the theoretical or conceptual framework are clear: The framework clearly draws on theory, research, and/or experience, providing theoretical or conceptual coherence to the research. Alignment among the framework and the study's problem, purpose, and research questions is clear.

### **Frequent Errors**

Errors occur when the introduction does not clearly reflect the study's components and/or the relationship of methodological choices to the proposed research problem and purpose. Presentation of a diagrammatic theoretical or conceptual framework with no accompanying narrative explanation.



## Dissertation Chapter 2: Literature Review

This chapter situates the study in the context of previous research and scholarly material pertaining to the topic, presents a critical synthesis of empirical literature according to relevant themes or variables, and justifies how the study addresses a gap or problem in the literature. A dissertation does not merely restate the available knowledge base of a particular topic but adds to or augments it.

- ✓ **Introduction:** The introduction describes the content, scope, and organization of the review as well as the strategies used in the literature search.
- ✓ **Review of literature:** This section accomplishes the following:
  - is clearly related to the problem statement, purpose, and research questions;
  - states up front the bodies of literature that will be covered, and why;
  - reviews primary sources that are mostly recent empirical studies from scholarly journals and publications, as well as secondary sources;
  - is logically organized by theme or subtopic, from broad to narrow;
  - synthesizes findings across studies and compares and contrasts different research outcomes, perspectives, or methods;
  - notes gaps, debates, or shortcomings in the literature and provides a rationale for the study; and
  - provides section summaries.
- ✓ **Summary:** A comprehensive synthesis of the literature review should complete this section. This synthesis serves to integrate key themes and issues emanating from the review.

### Reason

This chapter provides a strong theoretical or conceptual basis for the dissertation by analyzing and synthesizing a comprehensive selection of appropriate related bodies of literature. The review of literature should build a logical framework for the research, justify the study by conceptualizing gaps in the literature, and demonstrate how the study will contribute to existing knowledge. The review serves to situate the dissertation within the context of current ongoing conversations in the field.

### Quality Markers

A comprehensive and thoughtful selection of resources (scholarly peer-reviewed literature) directly related to the study's purpose and background, not the full scope of the field, is considered a mark of a quality literature review. All relevant primary sources and empirical research studies are cited (these are preferable to secondary sources, which are interpretation of the work of others). The writer adopts a critical perspective in discussing the work of others and provides a clear analysis of all available related research. Relevant literature is critiqued, not duplicated, and there is a clear connection between the purpose of this study and the resources included. In addition, there is evidence of the correct use of American Psychological Association (APA, 7<sup>th</sup> edition) format, citations, and references throughout

**Frequent Errors**

Frequent errors include insubstantial depth of review (i.e., insufficient number or range of resources; failure to include relevant primary sources) and insubstantial depth use of review (i.e., use of nonscholarly or non-peer-reviewed material; inability to demonstrate clear understanding of resources). Another error is that the review reads more like a catalog of sources than a synthesis and integration of relevant literature. There is also a tendency to eliminate literature that contradicts or questions the findings of the dissertation's study. Other errors include incorrect or insufficient citation of sources, resulting in accidental plagiarism.

### Dissertation Chapter 3: Methodology and Research Approach

This chapter situates the study within a particular methodology and provides a rationale for that approach and methodology. The chapter provides a detailed of all aspects of the design and procedures of the study, including the research setting, population, and sample, and describes all relevant data collection and analysis methods that have been used.

- ✓ **Introduction:** The introduction restates the research purpose and the describes the organization of the chapter.
- ✓ **Variables:** Identify and conceptualize or operationalize variables.
- ✓ **Rationale for research design:** This section describes the research approach and the research methodology with a rationale for their suitability regarding addressing the research questions and citing appropriate methodological literature.
- ✓ **Research setting and/or context:** This section describes and justifies selection of the research setting, thereby providing the history, background, and issues germane to the problem.
- ✓ **Research population, sample, and data sources:** This section addresses the following:
  - explains and justifies the sample used and how participants were selected (including target population and sampling procedures);
  - describes the characteristics and size of the sample and provides other pertinent demographic information; and outlines ethical considerations pertaining to participants, shedding light on how rights of participants were protected, with reference to conventions of research ethics and the IRB (institutional review board) process.
- ✓ **Data collection methods:** This section describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data were collected.
- ✓ **Data analysis methods:** This section describes and justifies all methods and tools used for analysis of data (manual and/or computational).
- ✓ **Issues of trustworthiness:** This section discusses measures taken to enhance the trustworthiness of the study, including credibility (validity) and dependability (reliability), confirmability, and transferability.
- ✓ **Limitations and delimitations:** This section identifies potential weaknesses of the study and the scope of the study, that is, the external conditions that restrict or constrain the study's scope or potential outcome. Limitations are external conditions that restrict or constrain the study's scope or may affect its outcome. Limitations represent the inherent weaknesses or flaws given the research design. Qualitative limitations are threats to transferability, credibility, confirmability, and dependability. Quantitative limitations are threats to generalizability (external validity), internal validity, reliability. Delimitations are those conditions or parameters that the researcher intentionally imposes in order to limit the scope of a study (e.g., using participants of certain ages, genders, or groups; conducting the research in a single setting)—that is, the boundaries set by the researcher, often to increase the feasibility of the study.
- ✓ **Summary:** A comprehensive summary overview covers all the sections of this chapter, recapping and highlighting all the important aspects of the study's methodology. Discussion is concise, precise, and understandable. Remember, you do not want to lose the reader.

**Reason**

The study is the basis for the conclusions and recommendations. In many ways, it is what makes the difference between a dissertation and other forms of extended writing. A clear description of the research sample, setting, methodology, limitations, and delimitations, and acknowledgement of trustworthiness issues provide readers with a basis for accepting (or not accepting) the conclusions and recommendations that follow.

**Quality Markers**

A quality study achieves the purposes outlined in the introduction's research problem and research questions. Alignment between the research approach, research methodology, and methods of data collection and analysis used in this study is clear. All relevant information is clearly articulated and presented. As relevant, the narrative is accompanied by clear and descriptive visuals (charts, figures, tables). The chapter includes sufficient relevant detail so the study could be replicated.

**Frequent Errors**

Errors occur when data are not clearly presented, the study is not applicable to purposes outlined in the introduction, and methods of gathering and analyzing data and trustworthiness issues are insufficient or not clear or apparent.

## Dissertation Chapter 4: Findings

This chapter organizes and reports the study's main findings, including the presentation of relevant quantitative (statistical) and qualitative (narrative) data. Findings are often written up in different ways depending on the research tradition or genre adopted.

- ✓ **Introduction:** The introduction provides a brief summary of and rationale for how data were analyzed. It describes the organization of the chapter according to research questions, conceptual framework, or thematic categories.
- ✓ Findings build logically from the problem, research questions, and research design. Describe study participants demographically.
- ✓ Report any quantitative analysis. Make sure both text and tables can stand alone. Present tables in appendices.
- ✓ Findings are presented in clear narrative form using plentiful verbatim quotes, and “thick description.” Narrative data are connected and synthesized through substantive explanatory text and visual displays, if applicable, not simply compiled. Some tables and figures may be deferred to the appendices.
- ✓ Findings are presented to show clearly how these address the study's research problem and research questions.
- ✓ Headings and subheadings are used to guide the reader through the findings according to research questions, themes, or other appropriate organizational schemes.
- ✓ Rather than being ignored or overlooked, inconsistent, discrepant, or unexpected data are noted with discussion of possible alternative explanations.
- ✓ **Summary:** This section explains in summary form what the chapter has identified and prepares the reader for the chapters to follow by offering some foreshadowing as to the intent and content of the final two chapters.

### Reason

This chapter is the foundation for the analysis and interpretation of findings, conclusions, and recommendations that will appear in the next and forthcoming chapters. Note that the special challenge of qualitative analysis lies in making sense of large amounts of data, reducing raw data, identifying what is significant, and constructing a framework for communicating the essence of what the data reveal. The researcher, as storyteller, is able to tell a story that is vivid and interesting, and at the same time accurate and credible.

### Quality Markers

Markers of a quality findings chapter include clear, complete, and credible representation of the data that have emerged as a result of the study and effective use of graphs, charts, and other visual representations to illustrate the data. The study's findings are clearly aligned with the research problem and purpose and provide a response to all of the research questions. Findings are presented objectively, without speculation—that is, free from researcher bias. Presentation and structure in this chapter are neat, precise, and directly aligned with the study's methodology.

### Frequent Errors

Errors occur when study findings are manipulated to fit expectations from research questions, when researcher bias and/ or subjectivity is apparent, and/or when the presentation of findings is not aligned with the study's chosen methodology. Other frequent errors include poor use of visual representation and findings that are ignored, overlooked, or are overly or inaccurately generalized.

## Dissertation Chapter 5: Discussion and Implications

This chapter synthesizes and discusses the results in light of the study's research questions, literature review, and conceptual framework. Finding patterns and themes is one result of analysis. Finding ambiguities and inconsistencies is another. Overall, this chapter offers the researcher an opportunity to reflect thoroughly on the study's findings, and the practical and theoretical implications thereof.

- ✓ **Introduction:** The introduction provides an overview of the chapter's organization and content.
- ✓ **Discussion:** This section provides an in-depth interpretation, analysis, and synthesis of the results and/or findings.
  - Analysis is a multilayered approach. Seeking emergent patterns among findings can be considered a first round of analysis. Examining whether the literature corresponds with, contradicts, and/or deepens interpretations constitutes a second layer of interpretation.
  - Issues of trustworthiness (depending on method may include validity, reliability, generalizability, credibility, dependability, confirmability, and/or transferability) are incorporated as these relate to and are applied throughout the analysis process.
  - Discussion may include interpretation of any findings that were not anticipated when the study was first described in previous chapters. Establishing credibility means that you have engaged in the systematic search for rival or competing explanations and interpretations.
  - This section restates the study's limitations and discusses generalizability/transferability of the findings to broader populations or other settings and contexts.

### Reason

Analysis is essentially about searching for patterns and themes that emerge from the findings. Interpretation that is thoughtful and compelling provides the opportunity to make a worthwhile contribution to your academic discipline. This constitutes the necessary synthesis that this chapter calls for. The goal is to discover what meaning you as the researcher can make of them by comparing your findings both within and across groups, and with those of other studies.

### Quality Markers

In quantitative research, there are conventions such as statistical significance and effect size that serve as quality indicators. There is no clear and accepted single set of conventions for the analysis and interpretation of qualitative data but there are guidelines with respect to each of the qualitative traditions. This dissertation chapter must of necessity reflect a deep understanding of what lies beneath the findings—that is, what those findings really *mean*. Interpretation is presented systematically and is related to the literature, theoretical or conceptual framework, and interpretive themes or patterns that have emerged. A key characteristic of qualitative research is willingness to tolerate ambiguity. As such, examining issues from all angles in order to demonstrate *the most plausible* explanations is an indication of high-level analysis. Integrity as a researcher is given credence by inclusion of all information, even that which challenges inferences and assumptions.

### Frequent Errors

Frequent errors include analysis that is simple or shallow. Other errors include lack of synthesis, no clear connection to other research literature or theory, questionable credibility and/or plausibility of explanations is questionable, and when the chapter is poorly structured, presented, and articulated.

## Dissertation Chapter 6: Conclusions and Recommendations

This chapter presents a set of concluding statements and recommendations. Conclusions are assertions based on findings and must therefore be warranted by the findings. With respect to each finding, you are asking yourself, “Knowing what I now know, what conclusion can I draw?” Recommendations are the application of those conclusions. In other words, you are now saying to yourself, “Knowing what I now know to be true, I recommend that . . .”

- ✓ Conclusions are based on an integration of the study findings, analysis, interpretation, and synthesis.
- ✓ Concluding statements end the dissertation with strong, clear, concise “takeaway messages” for the reader.
- ✓ Conclusions are not the same as findings; neither are conclusions the same as interpretations. Rather, conclusions are essentially conclusive statements of what you now know, having done this research, that you did not know before.
- ✓ Conclusions must be logically tied to one another. There should be consistency among your conclusions; none of them should be at odds with any of the others.
- ✓ Recommendations are actionable; that is, they suggest implications for policy and practice based on the findings, providing specific action planning and next steps.
- ✓ Recommendations support the belief that scholarly work initiates as many questions as it answers, thus opening the way for further practice and research.
- ✓ Recommendations for research describe topics that require closer examination and that may generate new questions for further study.

### Reason

This chapter reflects the contribution the researcher has made to the knowledge, practice, and/or policy in the field of study. In many ways, this chapter provides endorsement for the researcher’s entrance into the ranks of the body of scholars in the field.

### Quality Markers

Clearly stated and focused concluding statements reflect an integration of the study findings, analysis, interpretation, and synthesis. Recommendations must have implications for policy and practice, as well as for further research, and *must* be doable. The reasonableness of a recommendation depends on its being logically aligned with and clearly derived from the findings, both content and context specific, and most important, practical, and capable of implementation.

### Frequent Errors

Overgeneralization of importance or relevance sometimes leads to grandiose statements. Other frequent errors include the lack of a clear relationship to the review of literature or recommendations that have no apparent usefulness for practice and future research; that is, they are not “doable.”

**Epilogue, Afterword, or Final Thoughts** (optional; used only in unusual circumstances)

This final section offers the researcher an opportunity to reflect on the overall process, review the findings that have emerged, and share any new learning and insights that have developed over the course of the research or writing process. How do you personally value the research experience? What are the lessons you have learned from conducting the study? What insights, knowledge, and inspiration have you derived from conducting this study?

**Back Matter*****References***

The list of references includes all works cited in the dissertation in alphabetical order by author and in proper APA format. All sources that are quoted, summarized, or paraphrased, as well as all other sources of information (text, visual, electronic, personal, etc.), must be correctly cited using APA parenthetical citation format within the dissertation. All sources must also be correctly listed on the references page. Proper citation serves several purposes: It attributes work fairly to the author, places the dissertation within the context of the literature in the field, and provides readers with a quick resource for locating and accessing sources that were used.

***Appendices***

Appendices contain all research instruments used, as well as any relevant additional materials such as sample interview transcripts, sample coding schemes, summary charts, and so forth. Each item that is included as an appendix (unless only one appendix) is given a letter designation and listed in the table of contents



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In Partial Fulfillment  
of the Requirements for the Degree Doctor of Social Work

By (Student's Name)

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by Jan A. Smith

has been approved on behalf of

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