University of Pittsburgh

School of Social Work

Handbook for Teaching:

Guidelines for Full-time Faculty, Part-time Faculty Adjuncts, Teaching Assistants (TA’s) & Teaching Fellows (TF’s)

2014-2015
# A School of Social Work Handbook for Teaching:

## Guidelines for Full-time Faculty, Part-time Faculty Adjuncts, Teaching Assistants and Teaching Fellows

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INTRODUCTION
LETTER FROM ACADEMIC DEAN

University of Pittsburgh
School of Social Work
2117 Cathedral of Learning
Pittsburgh, Pennsylvania 15260

Teaching is our most important activity at this School. Although the University of Pittsburgh has an excellent international reputation as a research institution, teaching the next generation of social workers is still our primary goal. The quality of teaching here is only as good as the instructors who have that responsibility. At the University of Pittsburgh - School of Social Work, we strive consistently to hire the finest faculty possible. By this, we mean, we ask our faculty, part-time faculty adjuncts, instructors, teaching assistants and teaching fellows to be qualified to inform our students clearly and accurately about the state of the art of social work interventions, research, knowledge, and practices.

The school utilizes a variety of faculty. Most of our full-time, tenure stream faculty have strong backgrounds in research and are required to publish and conduct research as part of their responsibility to academia. We also have full-time faculty who have administrative roles, but no research expectations. Our part-time faculty adjuncts are chosen on the basis of their experience and capability as outstanding practitioners, as well as their teaching ability. Teaching assistants are doctoral students with some social work experience and knowledge, who gain additional teaching experience under faculty supervision, while completing their doctoral degrees. Teaching fellows are more advanced doctoral students, typically finishing their requirements, but still teaching under the supervision of the Associate Dean for Academic Affairs.

Regardless of the specific type of faculty designation, all instructors are expected to be outstanding teachers. This “Handbook for Teaching” is a guide to assist you with some of the practical, every day questions and concerns which you may have in your teaching responsibilities. Every class will require individual expertise and variations in teaching styles, but there are common issues which we hope will be answered in the Handbook.

Sincerely,

Valire Carr Copeland, Ph.D.
Associate Dean for Academic Affairs
TEACHING AT THE SCHOOL OF SOCIAL WORK
ON
THE OAKLAND CAMPUS
Getting Started on the Oakland Campus

- Mrs. Rosie Rinella – (412) 624-6337, rinella@pitt.edu – will make the arrangements necessary to have you assigned to an administrative assistant. Please contact Mrs. Rinella if you did not receive an appointment letter with the name and contact information of your support staff.

- The Program Director must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of add/drop each semester.

- A free desk copy of your textbook can be obtained by contacting the publisher directly.

- Textbooks can be ordered from the University Book Center by calling (412) 648-1450 or you can place an online order through http://www.pittuniversitystore.com/form_info/textbook_adoption/form.html. You will need to give the Book Center the Class Number/CRN which you may get from your administrative assistant (who can also order your books for you).

- Reserve readings (i.e., books and articles) are to be turned in to staff at Hillman Library’s Reserve Desk. To ensure materials are available in a timely fashion, they should be given to Reserve Desk staff as early as possible before the start of the term. More information about the Library’s Reserve policies is available by going to their website http://www.library.pitt.edu/reserves. You can contact staff of the Reserve Desk at (412) 648-7800 or reserves@mail.pitt.edu. A completed Reserve List form should accompany the materials you give to the library. Your administrative assistant can provide you with the Reserve Form. Handwritten forms are not acceptable. Textbooks cannot be placed on reserve unless you provide a copy of the textbook to the Library.

- Contact the Center on Instructional Design and Distance Education (CIDDE) to request training in CourseWeb, to obtain a clone of an existing course, or a new shell for your new course. CIDDE is located at http://www.cidde.pitt.edu/

- All faculty, part-time faculty adjuncts, TA’s and TF’s must complete the following training modules per Provost Office policy. Please maintain your documentation of completion in your files and provide copies to the BASW/MSW Program Director(s):
  - Preventing Employment Discrimination is located at http://training.newmedialearning.com/ped/pitt
  - Preventing Sexual Harassment is located at http://training.newmedialearning.com/psh/pitt
• If you have electronic reserves, please let students know how they may access them.
   Locating Electronic Course Reserve Materials: Like print, electronic reserves can be
   searched online using the Course Reserve function of PittCat:
   1. Connect to PittCat at http://www.library.pitt.edu/
   2. From the PittCat main screen, choose “Course Reserve”
   3. Items can be searched by instructor’s name, by department, or by course
title/number
   4. Make your selections using the drop down boxes, then click “Search”
   5. Click on the “E-reserves” entry from the results list
   6. Click on the “E-Items-E-reserves” link
   7. Enter the password provided by the instructor for our course: ******
   8. For additional questions on accessing CourseWeb or E-Reserve, contact
   the Technology Help Desk at (412) 624-HELP (4347) or e-mail
   helpdesk@pitt.edu  This service is available 24 hours a day, seven days a week to
answer all your technology related questions.

Working With Your Administrative Assistant

• If you are assigned to a support person early enough before the semester begins,
   she/he can order textbook desk copies for you, place your order with the Book Center,
   http://www.pittuniversitystore.com/form_info/textbook_adoption/form.html and submit
   your reserve materials to Hillman Library

• If you want your administrative assistant to type your syllabus, she/he must receive it a
   minimum of two weeks before the start of the semester. At least one week’s lead time
   is needed to have copies made of an already prepared syllabus.

• If you are not in a media equipped classroom, your support person can order VCR’s,
   overhead projectors, tape recorders, etc., from Media Services for your class. Let
   him/her know as early as possible in the semester the sessions for which you will need
   media equipment. If you are in a media equipped classroom, you can obtain the key for
   the media closet from Media Services, B10 Alumni Hall, (412) 648-7240
   http://www.cidde.pitt.edu/ . Please refer to CIDDE WebSite
   (http://www.cidde.pitt.edu) to find out if your classroom is media equipped.

• Your administrative assistant can Xerox handouts for your first class. Please allow one
   week’s lead time. Because of copyright law restrictions, your support person cannot
   Xerox journal articles, book chapters, or other copyrighted materials for distribution in
   your class. All handouts for subsequent classes should be available to students through
   your Blackboard course website.
Using Other Faculty as a Resource

- All faculty are available to share resources and ideas. To begin, on page 22 you will find a Standardized syllabus format utilized by the School of Social Work, providing the format for syllabus construction in the school.

- Other faculty resources include:

  1. Dr. Christina Newhill, Director of the PhD Program – (412) 624-6330, newhill@pitt.edu

  2. Professor Lynn Coghill, Director of the MSW program – (412) 624-6854, lcpitt@pitt.edu

  3. Professor Keith Caldwell, Director of the BASW program- (412) 648-3921, kjc45@pitt.edu

- Professors Coghill and Caldwell are available to answer questions, identify resources, etc., and help you understand how your course fits into the program’s and school’s curriculum as it is designed to fulfill Council on Social Work Education (CSWE) accreditation and reaffirmation requirements. The Program Director for the level at which you teach can identify texts, articles, core concepts, exercises, etc., appropriate to the course.

- If you are teaching in one of the MSW Concentrations, you may contact:

  1. Professor Tracy Soska, MSW COSA Concentration Chair – (412) 624-3711, tsssw.pitt.edu

  2. Dr. Rachel Fusco, MSW Direct Practice Concentration Chair – (412) 624-0173, raf45@pitt.edu

    - The MSW Concentration Chairs are also invaluable resource people who can help you to understand how your course “fits into” the School’s concentration curriculum.

- Additional teaching resources include:

  1. On March 19, 2009 Dr. Joanne M. Nicoll, Associate Director for Instructional Design and Faculty Development in the Center for Instructional Development & Distance Education (CIDDE) presented to the School of Social Work faculty on Developing Competency-based Syllabi. You may view her entire presentation at:
2. Dr. Nicoll also provided School of Social Work faculty with various grading rubrics to be utilized in our courses and included in our syllabi. These are found after the standardized syllabi format on page 22.


4. *Teaching Social Work: Resources for Educators* is a series of print and non print resources for developing courses, curricula and teaching skills. Peer-reviewed model syllabi and curriculum materials, casebooks, annotated bibliographies, and videos are among the titles available in the series. [See: www.cswe.org/publications]

Expectations for Faculty, Part-time Faculty Adjuncts, TA’s & TF’s

An instructor accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.

Without limiting the application of the above principle, instructors are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled
- To be available at reasonable times for appointments with students and to keep such appointments (with office hours and contact information provided on all syllabi and posted on the faculty member’s office door).
- To make appropriate preparation for classes and other meetings.
- To perform their grading duties and other academic evaluations in a timely manner.
- To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.
- To base all academic evaluations upon good-faith professional judgment.
- Not to consider, in an academic evaluation, such factors as race, color, religion, sex, age, national origin, and political or cultural affiliation, sexual orientation, and life style, activities, or behavior outside the classroom and the field experience unrelated to academic achievement or professional development.
- To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with inter-University business, or with student consent, or as may be required by law.
- Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which may infringe upon such student’s freedom of choice.
• To give appropriate recognition to contributions made by students to research, publication, service, or other activities.

• To refrain from any activity which involves risk to the health and safety of a student, except with the student’s informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation [See: http://www.medfaculty.pitt.edu/documents/Investigator_IRB_Brochure.pdf]

• To respect the dignity of students individually and collectively in the classroom and other academic contexts.

**Expectations for Students**

**Grading:** Students final grades are recorded by logging into my.pitt.edu web portal and clicking on “Faculty Services” followed by “Access Grade Rosters.”

1. There is no single way to determine students’ grades. However, your procedure for calculating grades should be explicit and communicated to students in your syllabus at the start of the semester.

2. There are philosophical debates about the meaning of grades, especially letter grades. The University does employ a letter grade system with pluses and minuses. Grading should reflect students’ achievements in your course, and students should merit the grades received. It is reasonable to have a distribution of grades since students vary in their performance.

3. Grade Assignments: It is the responsibility of each faculty member of the University to assign a standard letter grade or option grade as listed in the Schedule of Classes to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a Z, an invalid grade.

4. The School of Social Work Grading Policy (#9:1) is derived from the University of Pittsburgh Grading Policy (Policy 09-01-01) located on the web at: http://www.bc.pitt.edu/policies/policy/09/09-01-01.html

The School of Social Work Grading Policy reads as follows:
Grading Policies

Policy on Grades for Required Courses (#9:1)

A. All **required** classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, and F. (D+, D-, D grades are used **ONLY** for students in the baccalaureate program.)

All required courses in the undergraduate and graduate curriculum must be taken for a letter grade. This includes all the foundation courses, all the concentration-specific required courses, and all the courses which make up the package of a certificate program.

The grading system quality points are:

- A+ 4.00
- A 4.00
- A- 3.75
- B+ 3.25
- B 3.00
- B- 2.75
- C+ 2.25
- C 2.00
- C- 1.75
- D+ 1.25
- D 1.00
- D- 0.75
- F 0.00

The following grades carry no quality points:

- G Unfinished Course Work - Course work unfinished because of extenuating personal circumstances
- H Honors - Honors (exceptional) completion of course requirements
- I Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars
- N Audit - Non-credit
- NC No Credit
- R Resignation - Student resigned from the University
- S Satisfactory - Satisfactory completion of course requirements
- U Unsatisfactory - Unsatisfactory completion of course requirements
- W Withdrawal
- Z Invalid Grade - Invalid grade reported
B. All graduate field instruction courses shall be taken for S/NC (Satisfactory/No Credit) grades only.

**Graduate Level Elective Courses**

Graduate level elective courses, (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. The student who chooses the H/S/U option must complete and sign the Grade Option Form, have it signed by the faculty advisor, and either the student or faculty advisor shall submit this form to the Office of Student Records (2110 C.L.) no later than the 9th week of a full term, the 6th week of a 12 week Session, or the 4th week of a 6 week Session. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

"G" Grades

The "G" grade may be assigned for course work which should have been completed within the term in which the course was taken but, for extenuating circumstances, was not.

In order to request such consideration, which may be accepted or rejected by the instructor, the student should:

a. inform the instructor in writing, except under emergency conditions.

b. state reasons for needing this consideration

c. be prepared to present evidence substantiating the unique conditions necessitating this request.

Upon the award of a "G" grade the student will have six weeks into the term following the term for which the "G" grade was awarded to complete the work. This time may be extended by the course instructor for:

a. extended illness beyond the usual six-week period for completing work.

b. personal emergency.

The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade remains permanently on the transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.
"I" Grades

The "I" grade is applicable to courses which, by design, are not time-bound to one term, and for which a final grade can be given upon completion of the stipulated course work. The time limit for the change of the "I" grade to another grade is one calendar year from the date of the end of the term in which the "I" grade was given. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the term following the term in which the "I" grade was given;
b. Death or extended personal emergency - if the student does not return within the next term;
c. Academic Probation;
d. Doctoral Student engaged in dissertation writing.

Thereafter, the "I" grade remains permanently on the transcript.

For the above-mentioned grades, the student must request the extension in writing from his/her instructor and this letter, together with a memo from the instructor indicating the granting of the extension, the reasons for the extension, and the length of time for which the extension will be valid will be placed in the student's folder.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.

"W" Grades

A student may withdraw from a registered School of Social Work course and a "W" grade be assigned if the withdrawal occurs no later than the 9th week of a full term or the 4th week of a Summer Session.

After the 9th week of the term (4th week of the session), a student will be permitted to withdraw from a course only in extraordinary circumstances and with the permission of the Associate Dean for Academic Affairs.

A student who wishes to withdraw from a course after the add-drop date, but prior to the end of the 9th week of the term (or 4th week of the session), must complete a Monitored Withdrawal Request Form, available from the Office of the Social Work Recorder in Room 2110 Cathedral of Learning.

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor’s signature on the University form). The form must then be submitted to the Social Work Recorder, Room 2110, Cathedral of Learning.
Completion of this process will result in the entry of a "W" grade on the academic transcript.

A student who stops attending a course and does not initiate and complete the withdrawal procedures may be assigned an "F" grade.

"Audit" (N) Grades for Academic Courses

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is within the privilege of the faculty member to permit the Audit student merely to attend the lectures and to participate only as much as the student wishes. For example, the student and the instructor can agree that the student will not write any papers for the class, or the student will not take any exams, but this, too, must be cleared in advance.

Grade Changes

In virtually every case, grade changes should be submitted no later than one year after the initial grade was assessed. There may be conceivable reasons which justify a later change of grade, but they are surely unusual in character, and should be considered most exceptional. The Associate Dean for Academic Affairs must approve a change in grade before it will be honored by the Registrar.

Grades for Courses in Other Departments

Courses taken in other schools and departments of the University of Pittsburgh by students from the School of Social Work shall be graded according to the policy adopted by the school or department in which the course is being taken.

Grade Assignment: "Z" Grades (#9:1)

It is the responsibility of each faculty member of the University to assign only a standard letter grade or option grade as approved within their own school's grading policy to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a "Z", an invalid grade.
Students in the MSW Program will be evaluated and graded separately for each of the terms (including summer sessions) they are in field. Students will be graded on a “S” (Satisfactory)/“NC” (No Credit) basis. For each term or session during which the student is registered for field placement, the field instructor will review the field learning plan during the field site visit, and complete the written Field Evaluation form, including a recommendation about the student’s grade. It is the field liaison’s responsibility to submit a student’s field grade to the University. The field liaison’s determination of the student’s field grade shall be based on:

- the School’s receipt of the Field Learning Plan for the term;
- the field visit completed during that term or session;
- the School’s receipt of the Field Evaluation form;
- the Field Instructor’s recommendation; and
- the Liaison’s review of the Field Evaluation form, which shall be documented by the Liaison signing the form

Official University Record

GPA Calculation: A student’s graduate Grade Point Average (GPA) is obtained by dividing the total number of letter grade credits taken in the program into the total number of quality points earned in the program. Only letter grades with GPA values will be used in computing the GPA.

A student may repeat any course in which a grade lower than a “B-“ is received. The school may restrict the type and/or number of different courses which may be repeated during one degree program. The grade earned by repeating a course is used in lieu of the grade originally earned, although the original grade is not erased from the transcript. No course may be repeated more than once. No advanced course may be taken in that sequence until the prerequisite has been passed with a “B-“ or higher grade. The repeated course must be the same as that in which the original grade was earned. In extenuating circumstances, the Associate Dean for Academic Affairs (with the Dean’s approval) may substitute another course of similar content. Grades of “W”, “R”, or “N” reported for the repeated course will not be counted as a course repeat.

To initiate only the last course grade being computed in the GPA, a Course Repeat form must be filed with the Associate Dean for Academic Affairs office. Students final grades are recorded by logging into my.pitt.edu web portal and clicking on “Faculty Services” followed by “Access Grade Rosters.”
Student’s Academic Performance and Personal Conduct


Failure to meet the standards for academic performance and personal conduct can result in Academic Review and Integrity Hearings. Academic Review and Integrity policies and procedures are described in the Student Handbook available online. If you believe that a serious breach of academic performance or integrity has occurred in your class, you should contact the Associate Dean for Academic Affairs of Academic Affairs, Dr. Valire Carr Copeland (412) 624-6854 or sswvcc@pitt.edu.

- The web has brought the “information explosion” to social work. There are various reasons for encouraging students to become web-savvy. However, there are also some concerns about web use, with these concerns increasing regarding the use of data from sources of questionable reliability, plagiarism, and a reliance on abstracts rather than full articles. Some faculty have chosen to place a limit on the number of web citations students may use in their papers; others have told students they must use only literature published in refereed journals or books.

- American Psychological Association (APA) citation style is the norm in most classes. The Publication Manual of the American Psychological Association (5th edition, 2001) offers clear explanations of how to cite various resource materials (everything from books, to articles, to newspapers, to court cases, to internet documents) in the text and reference section of a paper. The Manual also contains an interesting discussion of how to reduce bias in writing [See Also: http://www.apastyle.org/]

Course Evaluations

All faculty, part-time faculty adjuncts, TA’s, and TF’s must have their courses evaluated by the Office of Measurement and Evaluation of Teaching (OMET). The evaluation entails students completing a survey. According to the workload policy, all full-time faculty must have at least one course per term (fall and spring) evaluated by OMET. Part-time faculty adjuncts, TA’s & TF’s must have every course they teach each term evaluated by OMET.

- You will no longer receive a notice from the Office of Measurement and Evaluation of Teaching asking you to schedule an evaluation of your class. Instead, you will go on-line to request an evaluation. There are two ways to access the site, either log onto
my.pitt.edu, click on “My Communities” and then select **OMET Survey Request** or go to [www.omet.pitt.edu](http://www.omet.pitt.edu) and click on the direct link.

- Teaching evaluation results will be sent to **only** you about a month after the term has ended. You will receive the students’ comments as well as computerized output summarizing the students’ ratings. Feel free to make a copy of it for your own records.

- All full-time faculty, part-time faculty adjuncts, TA’s and TF’s are responsible for ensuring their OMET course evaluation results are submitted to the Office of the Dean (see appointment letters from the Dean) as well as their respective Program Directors.

**How to View Your Class Roster**

- Access the University portal at [www.my.pitt.edu](http://www.my.pitt.edu)

- Log in with your user name and password (same as your email address and password)

- Select *Faculty Services*

- Click on the **View Courses, Classes and Rosters** link

- Follow the Menu Path:  
  Home > SA Self Service > Learning Management > Management > Access Class Rosters

- Click on the appropriate semester

- Click on the specific class (i.e., SWGEN 2099) that you would like to view the class roster.

**Miscellaneous**

- The Student Handbook is available online through the school’s website. The web address is [http://www.socialwork.pitt.edu/search/node/handbook](http://www.socialwork.pitt.edu/search/node/handbook).

- All faculty assigned to offices must have their contact information and office hours posted on their office doors.

- Mr. Arif Jamal (412) 648-7759, ajamal@pitt.edu is the Librarian assigned to the School of Social Work Buhl Library, the social work collection at Hillman Library.
• Disability Resources and Services (412) 648-7890, vanslyke@pitt.edu Room 216, William Pitt Union, provides assistance to students with disabilities. Their staff will work with you to assure that our classes accommodate students’ special learning needs. The web address is http://www.drs.pitt.edu/

• Students experiencing writing problems can be referred to the Writing Center (412) 624-6556, Room M02, Thaw Hall http://www.writingcenter.pitt.edu/

• Students needing assistance in improving their study habits, testing skills, etc., should be referred to the University’s Academic Support Center (412) 648-7920, Room 311, William Pitt Union http://www.as.pitt.edu/undergraduate/offices/arc/index.html

• Staff of the University’s Counseling Center (412) 648-7930, Room 334, William Pitt Union, have expertise in working with a wide range of issues commonly presented by students http://www.counseling.pitt.edu/

• The Center for Instructional Development and Distance Education, Office of Faculty Development (412) 624-3335, Room 820, Alumni Hall, maintains a library of resources on teaching tips and pedagogy; their collection of working with adult learners is very useful. They offer a variety of services to enhance your teaching effectiveness http://www.cidde.pitt.edu/

• Your University ID card is issued from Panther Central (412) 648-1100, Main Lobby – Towers. Please remember to bring your appointment letter with you when you go to get your ID. Your Pitt ID serves as your library card.

• In order to set up a Network Authorization Account, which will allow you to access the Pitt computer system and get an email address, send a written request (including your social security number) to Ms. Megan Soltesz, mms34@pitt.edu

• For computer questions, call the HELP DESK (412)624-4357, helpdesk+@pitt.edu The HELP DESK is staffed 24 hours a day, 7 days a week.

• Parking is a problem in Oakland. Please leave yourself plenty of time if you plan to search for a metered parking space. The two nearest parking lots are Soldiers and Sailors and the one on Forbes across from the Cathedral; neither is cheap and both may be full. For further information, please refer to: http://www.pts.pitt.edu/parking/
SYLLABUS CONSTRUCTION

Our educational consultant recommends that instructors limit the number of course objectives to 4-6. Continue to utilize the current format (knowledge, skills, values). Please use the highest level of learning appropriate to your course, according to Bloom’s taxonomy. Each objective must be measured in your course assignment/examinations. Rubrics are a helpful tool as they allow students the opportunity to have a clear understanding of the instructor’s expectations for each assignment. Several rubric examples are provided on the following pages, 25-33. If you have any questions regarding syllabus construction, designing assignments that measure your objectives, etc., please contact your Program Director. Utilize the University standard syllabus format on page 22.
STANDARD SYLLABUS FORMAT

University of Pittsburgh
School of Social Work
Spring/Fall/Summer Semester, Year

Jane Smith, Ph.D., MSW
Office: 
Office Phone: 
E-mail Address: 
Office Hours: (should be consistent with information posted on the door to your office)
Secretary: 

COURSE TITLE
COURSE NUMBER

Prerequisites: Must be consistent with the formal Program Prerequisites (see Program Director with questions)

Course Description: Must be consistent with the formal Program Description (see Program Director with questions)

Course Objectives: List and number sequentially (multi-section courses must have the same course objectives (see Program Director with questions)

   Knowledge:
   1.
   2. etc.

   Skills:
   1.
   2. etc.

   Values:
   1.
   2. etc.

PLEASE NOTE: If you are teaching a required course in the BASW Program or a foundation course in the MSW program, please include the following paragraph in your syllabus:
The School of Social Work definition of “generalist practice” was unanimously adopted by faculty on April 15, 2009. This definition reads: “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

Text(s):

Required:

(use full citation)

Recommended:

(use full citation)


Course Requirements, Expectations, and Basis for Grading:
List assignments/examinations and note the percentage of the overall course grade for each. Provide the due date for each relevant assignment. As appropriate, identify any additional expectations, even if grades are not attached to them (e.g., completion of assigned readings as evidenced by regular contributions to class discussion, regular and consistent attendance).

University/School Policies:

Americans with Disabilities Act: If any student has a disability and requires special accommodations, let the instructor know as soon as possible that you have registered with the Office of Disability Resources and Services (216 William Pitt Union, (412) 648-7890/TTY or (412) 383-7355. Reasonable accommodations will then be made to ensure you have a fair opportunity to perform in class.
**Nondiscrimination:** The University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Viet Nam era.

**Academic Integrity:** Students are expected to follow the Student Code of Conduct established by the University and the Academic Integrity Policy of the School of Social Work, which is described in the Student Handbook.

**Religious Holidays:** If you need to miss a class due to religious observances, notify the instructor in advance to make alternative arrangements.

**Plagiarism:** In order to help students avoid problems in infractions against academic integrity, the statement below will describe plagiarism and its interpretation with the School of Social Work and the University.

According to *Webster’s International Dictionary*, plagiarism is the act or instance of stealing or passing off as one’s own idea or words of another, or presenting as one’s own the idea or product derived from an existing source. When submitting a paper or written work to a faculty member, appropriate acknowledgement must be given in the paper as to whose work is being directly quoted, paraphrased, or used as the source of ideas or data. This means using correct citations and referencing according to an accepted academic style manual. Most social work classes require students to follow the referencing style set out in the most current APA manual.

It is also inappropriate and unacceptable (without prior approval by the faculty members involved) to submit a paper written for one class as a completed assignment for a different class. At times, a student may wish to study a subject in depth from varying viewpoints and to meet requirements for different courses. Consultation with and approval of both faculty members is necessary.

**Course Outline:**
CIDDE Examples of Grading Rubrics Which May Be Utilized in School of Social Work Courses and Included in School of Social Work Syllabi

Rubric Example 1: Pennsylvania Writing Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Sharp, distinct controlling point made about a single topic with evident awareness of tasks.</td>
<td>Apparent point made about a single topic with sufficient awareness of Tasks</td>
<td>No apparent point but evidence of a specific topic</td>
<td>Minimal evidence of a topic</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Substantial, specific, and/or illustrative content demonstrating sophisticated ideas.</td>
<td>Sufficiently developed content with adequate elaboration or explanation</td>
<td>Limited content with inadequate elaboration or explanation</td>
<td>Superficial and/or minimal content</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Sophisticated arrangement of content with evident and/or subtle transitions</td>
<td>Functional arrangement of content that sustains a logical order with some evidence of transitions</td>
<td>Confused or inconsistent arrangement of content with or without attempts at transition</td>
<td>Minimal control of content arrangement</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience</td>
<td>Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience</td>
<td>Limited word choice and control of sentence structures that inhibit voice and tone</td>
<td>Minimal variety in word choice and minimal control of sentence structures</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Evident control of grammar, mechanics, spelling, usage, and sentence formation</td>
<td>Sufficient control of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Limited control of grammar, mechanics, spelling, usage and sentence formation</td>
<td>Minimal control of grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
</tbody>
</table>
Rubric Example 2: Holistic Grading Rubric for Writing Assignment

"A" Paper: Excellent. Thesis is very well defined and original; solid reasoning throughout; aware of subject's complexities; sources used properly and effectively; excellent grammar; good paragraph structure; excellent format and presentation.

"B" Paper: Strong. Thesis is clearly defined; valid reasoning through most of the paper; perhaps contains some unsubstantiated generalizations; adequate grammar and diction; some relatively minor mechanical errors.

"C" Paper: Average. Thesis is somewhat clear, but may be too general; supporting discussions can be, at times, repetitious and unfocused; reasoning is at times vague; inconsistent mechanics.

"D" Paper: Problematic. Central idea is vague and/or confusing; supporting discussions are underdeveloped, repetitive, redundant; reasoning is often inaccurate or flawed; several incoherent paragraphs; poor grammar and presentation.

"F" Paper: Fundamentally Deficient. Thesis is wholly unclear; supporting discussions may be completely absent or unclear; chaotic organization and paragraph structure; largely deficient grammar.
<table>
<thead>
<tr>
<th>Behavior</th>
<th>1: Almost Never</th>
<th>2: Seldom</th>
<th>3: Occasionally</th>
<th>4: Frequently</th>
<th>5: Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntarily enters into class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Offers questions or comments during class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Respectfully listens of others’ contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Activity engages in class exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses office hours, telephone, or email to clarify ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Prepares for class by reading assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Actively and fairly contributes to team assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Submits assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Arrives on time and stays for entire class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**
### Rubric Example 4: Grading Rubric for Term Papers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Vocabulary</td>
<td>Little or no use of terms or incorrect use of terms; use of clichés</td>
<td>Minimal, isolated use of terms; use of jargon</td>
<td>Good use and linking of terms but still lacking fluency</td>
<td>Fluency, sequencing, &amp; appropriateness of terms, concepts, practices</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>Little or no use of concepts or practices</td>
<td>Clear presentation of sequenced concepts or practices</td>
<td>Integrated concepts or practices</td>
<td>Integrating or synthesizing concepts in original and innovative way</td>
</tr>
<tr>
<td>Organization</td>
<td>Unclear or no purpose statement or overview; few organizational cues; disorganized presentation</td>
<td>Clear statement or overview; well organized, but with few cues (e.g., headers, bullets); unclear transitions and sequencing</td>
<td>Clear statement; well organized thesis sentences; good cues; good transitions and sequencing</td>
<td>Previous criteria plus attractive layout and design; publishable format in APA style</td>
</tr>
<tr>
<td>Argument</td>
<td>Presentation of opinion or statement without evidentiary or logical support; illogical argument</td>
<td>Support by argument and evidence but with weak sources</td>
<td>Sequenced steps leading to clear conclusion; logical argument with authoritative sources (not necessarily current)</td>
<td>Clear statement, examples, sequencing; logical and multiple authorities; evidentiary support</td>
</tr>
<tr>
<td>Resources</td>
<td>No resources referenced</td>
<td>Personal communication or popular sources predominate; variable citation permanence</td>
<td>Use of secondary sources; accessible references</td>
<td>Predominance of sound primary authorities and recent journals; in-text citations match references; accessible references</td>
</tr>
<tr>
<td>Graphics</td>
<td>No graphics (may be appropriate in)</td>
<td>Graphics available but</td>
<td>Figures, tables, and text match</td>
<td>Graphics add value to text by</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Several errors in spelling, punctuation, capitalization, and/or sentence structure</td>
<td>A few overlooked errors</td>
<td>Few or no errors, but sentence structure could improve</td>
<td>No errors and excellent sentence structure and fluency</td>
</tr>
</tbody>
</table>
Rubric Example 5: Team Presentation Rubric

The following rubric will help you ensure that you are prepared for the presentation. This will also be the basis for your performance evaluation.

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>N/A</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td>No stated goals/purpose</td>
<td>Poorly stated, vaguely formed outcomes</td>
<td>Clearly stated</td>
<td>Well formed: specific measurable &amp; realistic</td>
</tr>
<tr>
<td>Overview: introduction of presenters, case and background described, agenda described</td>
<td></td>
<td>No introduction or overview, background or agenda</td>
<td>Introduction of presenters but awkward, sketchy or unclear overview/agenda and background</td>
<td>Confident and fluent; clear overview, agenda and background; could be more polished</td>
<td>Confident introduction; clear purpose, overview, and agenda; relevant &amp; clear background</td>
</tr>
<tr>
<td>Style: use of effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)</td>
<td></td>
<td>Poor style (long pauses, “Umm...” and other mannerisms, poor eye contact)</td>
<td>Either fluent delivery but read, or awkward delivery but spontaneous</td>
<td>Generally good delivery and spontaneity but could improve</td>
<td>Excellent verbal and nonverbal style; good projection with inflection, spontaneous delivery</td>
</tr>
<tr>
<td>Graphics: attractive &amp; balanced layout, legible font</td>
<td></td>
<td>No graphics (may be appropriate in some cases—then use NA)</td>
<td>Graphics present but poor quality (illegible, inconsistent, etc.)</td>
<td>Well done graphics but too much or too little, and not on key points</td>
<td>Well-designed and attractive graphics that simplify or summarize key ideas; original graphics</td>
</tr>
<tr>
<td>Use of Technology: appropriate and skilled use of equipment</td>
<td></td>
<td>No use of technology (may be appropriate in some cases—then use NA)</td>
<td>Awkward or incorrect use of equipment; untested equipment; no backup</td>
<td>Correct use but could be more practiced</td>
<td>Smooth, seamless, well practiced use of technology</td>
</tr>
<tr>
<td>Pace &amp; Amount: pace, flow, and delivery speed of training activities to meet objectives</td>
<td></td>
<td>Too slow/fast; information omitted; activities completed too early</td>
<td>Better pace but still uncomfortable; presenter stretched to fill time or include everything</td>
<td>Consistent pace throughout; information covered to meet all objectives</td>
<td>Pace adjusted based on participants; all objectives met with supplemental information provided</td>
</tr>
<tr>
<td>Discussion: team is prepared to facilitate</td>
<td></td>
<td>Little or no discussion</td>
<td>Discussion but without clear</td>
<td>Prepared discussion</td>
<td>Prepared questions;</td>
</tr>
<tr>
<td>Involvement: audience engagement</td>
<td>Lectures to audience with little interaction or involvement</td>
<td>Asks occasional questions</td>
<td>Uses structured activity or exercise</td>
<td>Spontaneous and lively interaction with tasks focus; personally involving</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>discussion and is receptive to feedback</td>
<td>organization or purpose</td>
<td>questions</td>
<td>responsive to participant reaction and questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTS OF PAPER &amp; DESCRIPTION</td>
<td>SEE APA MANUAL</td>
<td>CHECKLIST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title Page: cover page</td>
<td>p. 10; 296</td>
<td>Includes running head, title, student name, and institution.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>See handout</td>
<td>Includes headings and subheadings with page numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Abstract: descriptive summary of paper. (A Google search will provide guidelines and examples.) | p. 12; 298 | Includes 150 – 200 word summary.  
Includes purpose and conclusions. |
| Introduction: general attention-getting overview. | | Includes thesis or purpose statement.  
Includes question(s) to be studied.  
Indicates significance of the topic.  
Identifies related topics investigated throughout the paper.  
Identifies databases used in literature search.  
Includes relevant background information. |
| Body: synthesis of major authors and theorists on topics related to thesis or research question. | p. 117  
p. 207  
p. 113 | Includes direct quote citations using APA format.  
Includes paraphrased citations using APA format.  
Includes headings and subheadings (i.e., major themes, trends, fields of study, decades).  
Critically analyzes literature to identify gaps, similarities, contradictions related to research question.  
Smoothly links or transitions (i.e., then, therefore, in addition, similarly) from paragraph to paragraph. |
| Conclusion: summary/evaluation of relevant literature organized in manner similar to introduction. |  | Emphasizes conclusions drawn from major studies.  
Connects conclusion to the need for more research. |
| --- | --- | --- |
| References: alphabetical list of sources used in the paper. | Ch 4 | Indents each reference according to APA format.  
Uses up-to-date sources.  
Uses credible sources (i.e., peer reviewed journals, books, government reports, conference proceedings).  
Uses Websites, newspaper articles, and trade magazines with caution.  
Uses at least 15 sources. |
| Appendix: detailed info that would be distracting to read in the body of the paper. | p. 28; 205; 299 | Includes detailed tables, lists, surveys, questionnaires. |
| General writing issues |  | Avoids the first person.  
Uses past tense when referring to literature or studies from the past.  
Uses present tense in conclusion.  
Exhibits a clear structure and organization.  
Writes in varied sentence and paragraph lengths for interesting prose.  
Uses pronouns such as this, that, these, those with attention to clarity.  
Proofreads numerous times: asks others to proofread.  
Contains a focused topic that is sufficiently explained and supported in the paper.  
Accurately uses and documents sources. |
| General APA style issues | p. 288 p. 289 | Includes page numbers in upper right hand corner.  
Uses APA margins, font size, spacing, and font. |
TEACHING AT THE MSW PROGRAM

ON

THE BRADFORD CAMPUS
HELPFUL HINTS FOR ADJUNCT FACULTY

- Faculty are available to share resources and ideas. To begin, on page 20 you will find a standardized syllabus format utilized by the School of Social Work, providing the format for syllabus construction in the school. Also, contact Professor Stephanie Eckstrom, MSW Program Coordinator. sae102@pitt.edu; 814-362-7527.

- Just a reminder -- Your course will be evaluated by the Office of Measurement and Evaluation of Teaching (see below for “how to” hints). You will no longer receive a notice from the Office of Measurement and Evaluation of Teaching asking you to schedule an evaluation of your class. Instead, you will go on-line to request an evaluation. There are two ways to assess the site, either log onto my.pitt.edu, click on My Communities and then select OMET Survey Request or go to www.omet.pitt.edu and click on the direct link.

- Course evaluations are required of all faculty and part-time faculty adjuncts for each course taught every semester. A copy of your course evaluation must be sent to the Office of the Dean c/o Mrs. Rosie Rinella, University of Pittsburgh, School of Social Work, 2117 Cathedral of Learning, Pittsburgh, PA 15260. The Program Coordinator must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of add/drop each semester.

GETTING STARTED

- The MSW Program Coordinator at Pitt-Bradford, Professor Stephanie Eckstromsae102@pitt.edu will coordinate requests for support staff for administrative assistance. Please contact Professor Eckstrom as early as possible regarding administrative needs.

- The Program Coordinator must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of the add/drop period each semester you teach.

- A free desk copy of your textbook can be obtained by contacting the publisher directly. To find out about new books, you can search BOOKS IN PRINT (on-line) via the University Library System (www.library.pitt.edu). The Program Coordinator can assist you with this process.

- Your required textbooks will be available to students the week before class at the
Panther Shop, Frame Westerberg Commons, Pitt-Bradford campus. The ordering of the textbooks by the Panther Shop is completed with your assistance by the Program Coordinator.

- You are encouraged to utilize CourseWeb, the web-based classroom resource, for the dissemination of any required journal readings. If you have books that you would like to be placed on reserve at the Hanley Library, please contact the Program Coordinator. Also, please review the information about the Library’s Reserve policies by going to the website http://www.library.pitt.edu/services/reserves/.

- All part-time faculty adjuncts are required to have a parking pass. The cost is $25.00 for the semester. These may be obtained through campus police, 814-362-7506, and must be purchased no later than the second week of the semester.

- All faculty, part-time faculty adjuncts, TA’s and TF’s must complete the following training modules per Provost Office policy. Please maintain your documentation of completion in your files:
  - Preventing Employment Discrimination is located at http://training.newmedialearning.com/ped/pitt
  - Preventing Sexual Harassment is located at http://training.newmedialearning.com/psh/pitt

**ACCESSING RESOURCES**

- Faculty and part-time faculty adjuncts have the opportunity to access the University Library System of the University of Pittsburgh. This includes access to most professional journals, electronically and text; and the resources of WPIC and UMPC, including audio/visual materials. Through the ULS, we can tap the resources of numerous other educational institutions within Pennsylvania, as well. The Program Coordinator can facilitate an orientation appointment with the reference librarians from the Hanley Library in order for you to optimize this opportunity.

- All of the classrooms on the Pitt-Bradford campus feature classroom technology work stations that are equipped with a desktop PC, DVD, and VHS. There is also input capacity for your lap top. Individual training for the technology by CTM services (Computing, Telecommunications, and Media Services) may be facilitated by the Program Coordinator; or by contacting Ms. Emily Parana at 814-362-7579 or eap18@pitt.edu.

- There is a full time Technology Integrator on the Pitt-Bradford campus, Mr. Bernie
Picklo. This professional can assist you with effective utilization of technology, as well as suggest tools to assist you with your instruction. In addition, the Technology Integrator can orient you to CourseWeb, the web-based classroom resource. He can be reached at 814-362-7644, or at bjp47@pitt.edu.

**USING OTHER FACULTY AS A RESOURCE**

For your course, you do not have to re-invent the wheel – you just need to make it your own. Although there is not a formal process in place to mentor new part-time faculty adjuncts, SSW faculty are willing to share their experiences. The Program Coordinator can connect you with full-time faculty who have taught your class, as well as with Lynn Coghill, Director of the MSW Program. Along with the Bradford MSW Program Coordinator, all faculty are invaluable resource people who can help you understand how your course fits into the program’s and school’s curriculum as it is designed to fulfill Council on Social Work Education (CSWE) accreditation and reaffirmation requirements. The Program Director can identify texts, articles, core concepts, exercises, etc., appropriate to the course. The Program Coordinator can also connect you with other current and previous Pitt-Bradford MSW Program part-time faculty adjuncts.

**Expectations for SSW Bradford Faculty & Part-time Faculty Adjuncts**

An instructor accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.

Without limiting the application of the above principle, instructors are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled
- To be available at reasonable times for appointments with students and to keep such appointments (with office hours and contact information provided on all syllabi and posted on the faculty member’s office door).
- To make appropriate preparation for classes and other meetings.
- To perform their grading duties and other academic evaluations in a timely manner.
- To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic
evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.

- To base all academic evaluations upon good-faith professional judgment.

- Not to consider, in an academic evaluation, such factors as race, color, religion, sex, age, national origin, and political or cultural affiliation, sexual orientation, and life style, activities, or behavior outside the classroom and the field experience unrelated to academic achievement or professional development.

- To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with inter-University business, or with student consent, or as may be required by law.

- Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which may infringe upon such student’s freedom of choice.

- To give appropriate recognition to contributions made by students to research, publication, service, or other activities.

- To refrain from any activity which involves risk to the health and safety of a student, except with the student’s informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.

- To respect the dignity of students individually and collectively in the classroom and other academic contexts.

Expectations for SSW Students

**Grading:** Students final grades are recorded by logging into my.pitt.edu web portal and clicking on “Faculty Services” followed by “Access Grade Rosters.”

1. There is no single way to determine students’ grades. However, your procedure for calculating grades should be explicit and communicated to students in your syllabus at the start of the semester.

2. There are philosophical debates about the meaning of grades, especially letter grades. The University does employ a letter grade system with pluses and minuses. Grading should reflect students’ achievements in your course, and students should merit the grades received. It is reasonable to have a distribution of grades since students vary in their performance.
3. **Grade Assignments**: It is the responsibility of each faculty member of the University to assign a standard letter grade or option grade as listed in the Schedule of Classes to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a Z, an invalid grade.

4. The School of Social Work Grading Policy (#9:1) is derived from the University of Pittsburgh Grading Policy (Policy 09-01-01) located on the web at: [http://www.bc.pitt.edu/policies/policy/09/09-01-01.html](http://www.bc.pitt.edu/policies/policy/09/09-01-01.html)

The School of Social Work Grading Policy is as follows:

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**Grading Policies**

**Policy on Grades for Required Courses (#9:1)**

All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, and F. (D+, D-, D grades are used **ONLY** for students in the baccalaureate program.)

All required courses in the undergraduate and graduate curriculum must be taken for a letter grade. This includes all the foundation courses, all the concentration-specific required courses, and all the courses which make up the package of a certificate program.

The grading system quality points are:

- **A+**: 4.00
- **A**: 4.00
- **A-**: 3.75
- **B+**: 3.25
- **B**: 3.00
- **B-**: 2.75
- **C+**: 2.25
- **C**: 2.00
- **C-**: 1.75
- **F**: 0.00
The following grades carry no quality points:

- **G** Unfinished Course Work - Course work unfinished because of extenuating personal circumstances
- **H** Honors - Honors (exceptional) completion of course requirements
- **I** Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars
- **N** Audit - Non-credit
- **NC** No Credit
- **R** Resignation - Student resigned from the University
- **S** Satisfactory - Satisfactory completion of course requirements
- **U** Unsatisfactory - Unsatisfactory completion of course requirements
- **W** Withdrawal
- **Z** Invalid Grade - Invalid grade reported
- **** No Grade - No grade reported

All graduate field instruction courses shall be taken for S/NC (Satisfactory/No Credit) grades only.

**Graduate Level Elective Courses**

Graduate level elective courses, (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. The student who chooses the H/S/U option must complete and sign the Grade Option Form, have it signed by the Program Coordinator who will contact main campus to facilitate this change. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

**"G" Grades**

The "G" grade may be assigned for course work which should have been completed within the term in which the course was taken but, for extenuating circumstances, was not.

In order to request such consideration, which may be accepted or rejected by the instructor, the student should:

- a. inform the instructor in writing, except under emergency conditions.
- b. state reasons for needing this consideration.
- c. be prepared to present evidence substantiating the unique conditions necessitating this request.
Upon the award of a "G" grade the student will have six weeks into the term following the term for which the "G" grade was awarded to complete the work. This time may be extended by the course instructor for:

a. extended illness beyond the usual six-week period for completing work.
b. personal emergency.

The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade remains permanently on the transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.

"I" Grades

The "I" grade is applicable to courses which, by design, are not time-bound to one term, and for which a final grade can be given upon completion of the stipulated course work. The time limit for the change of the "I" grade to another grade is one calendar year from the date of the end of the term in which the "I" grade was given. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the term following the term in which the "I" grade was given;
b. Death or extended personal emergency - if the student does not return within the next term;
c. Academic Probation;
d. Doctoral Student engaged in dissertation writing.

Thereafter, the "I" grade remains permanently on the transcript.

For the above-mentioned grades, the student must request the extension in writing from his/her instructor and this letter, together with a memo from the instructor indicating the granting of the extension, the reasons for the extension, and the length of time for which the extension will be valid will be placed in the student’s folder.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.
"W" Grades

A student may withdraw from a registered School of Social Work course and a "W" grade be assigned if the withdrawal occurs no later than the 9th week of a full term or the 4th week of a Summer Session.

After the 9th week of the term (4th week of the session), a student will be permitted to withdraw from a course only in extraordinary circumstances and with the permission of the Associate Dean for Academic Affairs.

A student who wishes to withdraw from a course after the add-drop date, but prior to the end of the 9th week of the term (or 4th week of the session), must complete a Monitored Withdrawal Request Form, by contacting Professor Eckstrom who will notify the registrar and complete via telephone.

For courses offered by the School of Social Work, each individual instructor must be notified in writing.

Completion of this process will result in the entry of a "W" grade on the academic transcript.

A student who stops attending a course and does not initiate and complete the withdrawal procedures may be assigned an "F" grade.

"Audit" (N) Grades for Academic Courses

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is within the privilege of the faculty member to permit the Audit student merely to attend the lectures and to participate only as much as the student wishes. For example, the student and the instructor can agree that the student will not write any papers for the class, or the student will not take any exams, but this, too, must be cleared in advance.

Grade Changes

Grade changes, in virtually every case, should be put through no later than one year after the initial grade was assessed. There may be conceivable reasons which justify a later change of grade, but they are surely quite unusual in character, and should be considered most exceptional. The Associate Dean for Academic Affairs must approve a change in grade before it will be honored by the Registrar.
Grades for Courses in Other Departments

Courses taken in other schools and departments of the University of Pittsburgh by students from the School of Social Work shall be graded according to the policy adopted by the school or department in which the course is being taken.

Grade Assignments: "Z" Grades (#9:1)

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Field Work Grades in the MSW Program (#9.4)

Students in the MSW Program will be evaluated and graded separately for each of the terms (including Summer sessions) that they are in field. Students will be graded on a “S” (Satisfactory)/“NC” (No Credit) basis. For each term or session during which the student is at a field placement, the field instructor will complete the written Field Evaluation form, including making a recommendation about the student’s grade. It is the field liaison’s responsibility to submit a student’s field grade to the University. The field liaison’s determination of the student’s field grade shall be based on:

a. the field visit completed during that term or session;
b. the School’s receipt of the Field Evaluation form;
c. the field instructor’s recommendation; and
d. the liaison’s review of the Field Evaluation form, which shall be documented by the liaison signing the form.

Official University Record

GPA Calculation: A student’s graduate Grade Point Average (GPA) is obtained by dividing the total number of letter grade credits taken in the program into the total number of quality points earned in the graduate program. Only letter grades with GPA values will be used in computing the GPA.

A student must repeat any required course in which a grade less than a “B-” is received. A school may restrict the type and/or number of different courses which may be repeated during one degree program. The grade earned by repeating a course is used in lieu of the grade originally earned, although the original grade is not erased from the transcript. No course may be repeated more than once. The repeated course must be the same as that in which the original grade was earned. In extenuating circumstances, a department chair, with the dean's
approval, may substitute another course of similar content. Grades of W, R, or N reported for the repeated course will not be counted as a course repeat.

To initiate only the last course grade being computed in the GPA, a Course Repeat form must be filed with the Associate Dean for Academic Affairs office. Students’ final grades are recorded by logging into my.pitt.edu web portal and clicking on “Faculty Services” followed by “Access Grade Rosters.”

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Failure to meet the standards for academic performance and personal conduct can result in Academic Review and Integrity Hearings. Academic Review and Integrity policies and procedures are described in the Student Handbook available online. If you believe that a serious breach of academic performance or integrity has occurred in your class, you should contact the Associate Dean for Academic Affairs, Dr. Lambert Maguire (412) 624-6850 or burt@pitt.edu

• The web has brought the “information explosion” to social work. There are a variety of reasons for encouraging students to become web savvy. However, there are some concerns to web use with these concerns increasing about the use of data from sources of questionable reliability, plagiarism, and a reliance on abstracts rather than full articles. Some faculty have chosen to place a limit on the number of web citations students can use in their papers; others have told students that they must use only literature published in refereed journals or books.

• American Psychological Association (APA) citation style is the norm in most classes. American Psychological Association (APA) citation style is the norm in most classes. The Publication Manual of the American Psychological Association (5th edition, 2001) offers clear explanations of how to cite various resource materials (everything from books, to articles, to newspapers, to court cases, to internet documents) in the text and reference section of a paper. The Manual also contains an interesting discussion of how to reduce bias in writing [See Also: http://www.apastyle.org/]
FINAL HELPFUL HINTS FOR PITT-BRADFORD INSTRUCTORS

• Disability resources and services are available through Ms. Anna Ezzolo, Learning Development Specialist at the Academic Success Center. She can be contacted at 814-362-7609, arj4@pitt.edu. She provides assistance to students with disabilities, and establishes reasonable classroom accommodations that support student success.

• All faculty and part-time faculty adjuncts must complete the following training modules by Provost Office policy. Please maintain your documentation of completion in your files. Preventing Employment Discrimination is located at http://training.newmedialearning.com/ped/pitt. Preventing Sexual Harassment is located at http://training.newmedialearning.com/psh/pitt.

• Students experiencing difficulties with their writing, testing, or studying skills can be referred to the Academic Success Center, 218 Hanley Library, 814-362-7533.

• Pitt-Bradford’s Counseling Center has expertise in working with a wide-range of issues commonly presented by students, and can be accessed by 814-362-5272; or by emailing Dr. Leslie Rhinehart, Director of Counseling Services llr5@pitt.edu.

• The Center for Instructional Development and Distance Education, Office of Faculty Development (412) 624-3335, Room 820 Alumni Hall-Oakland Campus) maintains a library of resources on teaching tips and pedagogy; their collection on working with adult learners is very useful. They offer a variety of services to enhance your teaching effectiveness.

• The Program Coordinator will facilitate access to your University ID card. Please remember to bring your appointment letter with you when you go to get your ID. Your Pitt ID serves as your library card.

• In order to set up a Network Authorization Account, which will allow you to access the Pitt computer system, and to get an e-mail address, send a written request (including your social security number) to Ms. Megan Soltesz, mms34@pitt.edu.

• For computer questions, call the HELP DESK (412) 624-4357, helpdesk+p@pitt.edu. The HELP DESK is staffed 24 hours a day, 7 days a week.
TEACHING AT THE MSW PROGRAM

ON

THE JOHNSTOWN CAMPUS
HELPFUL HINTS FOR ADJUNCT FACULTY

• Faculty are available to share resources and ideas. To begin, on page 20 you will find a Standardized syllabus format utilized by the School of Social Work, providing the format for syllabus construction in the school. Also, contact Professor Laura Perry-Thompson, (814) 269-7070 lpt@pitt.edu, MSW Program Coordinator at Pitt-Johnstown Office of Community Education and Outreach located in 114 Blackington Hall.

• Just a reminder -- please have your course evaluated by the Office of Measurement and Evaluation of Teaching (see below for “how to” hints). You will no longer receive a notice from the Office of Measurement and Evaluation of Teaching asking you to schedule an evaluation of your class. Instead, you will go on-line to request an evaluation. There are two ways to assess the site, either log onto my.pitt.edu, click on “My Communities” and then select OMET Survey Request or go to www.omet.pitt.edu and click on the direct link.

• Course evaluations are required of all faculty and part-time faculty adjuncts for each course taught every semester. A copy of your course evaluation must be sent to the Office of the Dean c/o Mrs. Rosie Rinella, University of Pittsburgh, School of Social Work, 2117 Cathedral of Learning, Pittsburgh, PA 15260. The Program Coordinator must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of add/drop each semester.

GETTING STARTED

• The MSW Program Coordinator at Pitt-Johnstown, Professor Laura Perry-Thompson, lpt@pitt.edu will coordinate requests for support staff for administrative assistance. Please contact Professor Perry-Thompson as early as possible regarding administrative needs.

• The Program Coordinator must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of the add/drop period each semester you teach.

• A free desk copy of your textbook can be obtained by contacting the publisher directly. To find out about new books, you can search BOOKS IN PRINT (on-line) via the University Library System (www.library.pitt.edu).
• The support person in the Office of Community Education and Outreach at Pitt-Johnstown will order textbooks for your course from the University Bookstore. The support person will provide you with the Class Number/CRN.

• Reserve readings (i.e., books and articles) are to be turned in to staff of Owen Library’s Reserve Desk. To ensure that materials are available in a timely fashion, they should be given to Reserve Desk staff as early as possible before the start of the term. You can find out more about the University Library System by going to www.library.pitt.edu/john/owen.html.

• You are encouraged to utilize CourseWeb, the web-based classroom resource, for the dissemination of any required journal readings. If you have books that you would like to be placed on reserve at the Hanley Library, please contact the Program Coordinator. Also, please review the information about the Library’s Reserve policies by going to the website http://www.library.pitt.edu/services/reserves/.

• All faculty, part-time faculty adjuncts, TA’s and TF’s must complete the following training modules per Provost Office policy. Please maintain your documentation of completion in your files:
  
  • Preventing Employment Discrimination is located at http://training.newmedialearning.com/ped/pitt
  
  • Preventing Sexual Harassment is located at http://training.newmedialearning.com/psh/pitt

WORKING WITH THE MSW PROGRAM COORDINATOR AND THE OFFICE OF COMMUNITY EDUCATION AND OUTREACH

• Prior to the start of the semester the support person will order textbook desk copies for you, place your order with the Bookstore, and submit your reserve materials to Owen Library.

• If you want support staff to type your syllabus, she/he must receive it a minimum of two weeks before the start of the semester. At least one week’s lead time is needed to have copies made of an already typed syllabus.

• Every effort will be made to ensure that you are in a media equipped classroom. If you are not in a media equipped classroom, the support person can order VCR, overhead projectors, tape recorders, etc. from Media Services for your class. Let her/him know as
early as possible in the semester the sessions for which you will need media equipment. You will be provided with a key for your classroom.

- The support person can photocopy handouts for your class. Please allow at least one week’s lead time. Because of copyright law restrictions, your support person cannot photocopy journal articles, book chapters, or other copyrighted materials for distribution in your class.

**USING OTHER FACULTY AS A RESOURCE**

For your course, you do not have to re-invent the wheel – you just need to make it your own. Although there is not a formal process in place to mentor new part-time faculty adjuncts, SSW faculty are willing to share their experiences. The Program Coordinator can connect you with full-time faculty who have taught your class, as well as with Professor Lynn Coghill, Director of the MSW Program. Along with the Johnstown MSW Program Coordinator, all faculty are invaluable resource people who can help you to understand how your course fits into the program’s and school’s curriculum as it is designed to fulfill Council on Social Work Education (CSWE) accreditation and reaffirmation requirements. The Program Director can identify texts, articles, core concepts, exercises, etc., appropriate to the course. The Program Coordinator can also connect you with other current and previous Pitt-Johnstown MSW program part-time faculty adjuncts.

**Expectations for SSW Johnstown Faculty & Part-time Faculty Adjuncts**

An instructor accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.

Without limiting the application of the above principle, instructors are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled

- To be available at reasonable times for appointments with students and to keep such appointments (with office hours and contact information provided on all syllabi and posted on the faculty member’s office door).

- To make appropriate preparation for classes and other meetings.

- To perform their grading duties and other academic evaluations in a timely manner.
• To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.

• To base all academic evaluations upon good-faith professional judgment.

• Not to consider, in an academic evaluation, such factors as race, color, religion, sex, age, national origin, and political or cultural affiliation, sexual orientation, and life style, activities, or behavior outside the classroom and the field experience unrelated to academic achievement or professional development.

• To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with inter-University business, or with student consent, or as may be required by law.

• Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which may infringe upon such student’s freedom of choice.

• To give appropriate recognition to contributions made by students to research, publication, service, or other activities.

• To refrain from any activity which involves risk to the health and safety of a student, except with the student’s informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.

• To respect the dignity of students individually and collectively in the classroom and other academic contexts.

**Expectations for SSW Students**

**Grading:** Students final grades are recorded by logging into my.pitt.edu web portal and clicking on “Faculty Services” followed by “Access Grade Rosters.”

1. There is no single way to determine students’ grades. However, your procedure for calculating grades should be explicit and communicated to students in your syllabus **at the start** of the semester.

2. There are philosophical debates about the meaning of grades, especially letter grades. The University does employ a letter grade system with pluses and minuses.
Grading should reflect students’ achievements in your course, and students should merit the grades received. It is reasonable to have a distribution of grades since students vary in their performance.

3. **Grade Assignments:** It is the responsibility of each faculty member of the University to assign a standard letter grade or option grade as listed in the Schedule of Classes to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a Z, an invalid grade.

4. The School of Social Work Grading Policy (#9:1) is derived from the University of Pittsburgh Grading Policy (Policy 09-01-01) located on the web at: [http://www.bc.pitt.edu/policies/policy/09/09-01-01.html](http://www.bc.pitt.edu/policies/policy/09/09-01-01.html)

The School of Social Work Grading Policy is as follows:

**Grading Policies**

**Policy on Grades for Required Courses (#9:1)**

All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, and F. (D+, D-, D grades are used ONLY for students in the baccalaureate program.)

All required courses in the undergraduate and graduate curriculum must be taken for a letter grade. This includes all the foundation courses, all the concentration-specific required courses, and all the courses which make up the package of a certificate program.

The grading system quality points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The following grades carry no quality points:

- **G** Unfinished Course Work - Course work unfinished because of extenuating personal circumstances
- **H** Honors - Honors (exceptional) completion of course requirements
- **I** Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars
- **N** Audit - Non-credit
- **NC** No Credit
- **R** Resignation - Student resigned from the University
- **S** Satisfactory - Satisfactory completion of course requirements
- **U** Unsatisfactory - Unsatisfactory completion of course requirements
- **W** Withdrawal
- **Z** Invalid Grade - Invalid grade reported
- **** No Grade - No grade reported

All graduate field instruction courses shall be taken for S/NC (Satisfactory/No Credit) grades only.

**Graduate Level Elective Courses**

Graduate level elective courses, (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. The student who chooses the H/S/U option must complete and sign the Grade Option Form, have it signed by the Program Coordinator and send to the Registrar, Office of Student Records (2110 C.L.) no later than the 9th week of a full term, the 6th week of a 12 week Session, or the 4th week of a 6 week Session. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

**"G" Grades**

The "G" grade may be assigned for course work which should have been completed within the term in which the course was taken but, for extenuating circumstances, was not.

In order to request such consideration, which may be accepted or rejected by the instructor, the student should:

- a. inform the instructor in writing, except under emergency conditions
- b. state reasons for needing this consideration
- c. be prepared to present evidence substantiating the unique conditions necessitating this request.
Upon the award of a "G" grade the student will have six weeks into the term following the term for which the "G" grade was awarded to complete the work. This time may be extended by the course instructor for:

a. extended illness beyond the usual six-week period for completing work.
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The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade remains permanently on the transcript.

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The "I" grade is applicable to courses which, by design, are not time-bound to one term, and for which a final grade can be given upon completion of the stipulated course work. The time limit for the change of the "I" grade to another grade is one calendar year from the date of the end of the term in which the "I" grade was given. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the term following the term in which the "I" grade was given;
b. Death or extended personal emergency - if the student does not return within the next term;
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d. Doctoral Student engaged in dissertation writing.

Thereafter, the "I" grade remains permanently on the transcript.

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A student who wishes to withdraw from a course after the add-drop date, but prior to the end of the 9th week of the term (or 4th week of the session), must complete a Monitored Withdrawal Request Form, by contacting Professor Perry-Thompson who will notify the Registrar and complete via telephone.

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FINAL HELPFUL HINTS

- The Student Handbook is available on-line through the School’s website. The web address is: [http://www.socialwork.pitt.edu/](http://www.socialwork.pitt.edu/)

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  - *Preventing Sexual Harassment* is located at [http://training.newmedialearning.com/psh/pitt](http://training.newmedialearning.com/psh/pitt)

- Mr. Arif Jamal (412) 648-7759, ajamal@pitt.edu is the Librarian assigned to Buhl, the social work collection at Hillman Library, Oakland Campus.

- Office of Disability Services located in G-04 Student Union (814-269-7062), Academic Success Center provides assistance to students with disabilities. Theresa Horner, Director of Disability Services at Pitt-Johnstown will work with you to assure that our classes accommodate students’ special learning needs.

- Students experiencing writing problems and or needing assistance in improving their study habits, testing skills, etc. should be referred to the Academic Success Center (814) 259-7109, G-16 Owen Library).

- Pitt-Johnstown Personal Counseling Center, G-17 Student Union, has expertise in working with a wide range of issues commonly presented by students, and can be accessed by phone at 814-269-7119; or by emailing Dr. Robert Yaskanich, yaskanic@pitt.edu or Ms. Emily Kist, LSW, emkist@pitt.edu.

- The Center for Instructional Development and Distance Education, Office of Faculty Development (412) 624-3335, Room 820 Alumni Hall-Oakland Campus) maintains a library of resources on teaching tips and pedagogy; their collection on working with adult learners is very useful. They offer a variety of services to enhance your teaching effectiveness.

- Just a reminder -- Your course will be evaluated by the Office of Measurement and Evaluation of Teaching (see below for “how to” hints). You will no longer receive a notice from the Office of Measurement and Evaluation of Teaching asking you to
 schedule an evaluation of your class. Instead, you will go on-line to request an evaluation. There are two ways to assess the site, either log onto my.pitt.edu, click on My Communities and then select OMET Survey Request or go to www.omet.pitt.edu and click on the direct link. Course evaluations are required of all faculty and part-time faculty adjuncts for each course taught every semester. A copy of your course evaluation must be sent to the Office of the Dean c/o Mrs. Rosie Rinella, University of Pittsburgh, School of Social Work, 2117 Cathedral of Learning, Pittsburgh, PA 15260. The Program Coordinator must receive a copy of a current resume/curriculum vitae as well as the syllabus for each course you teach before the end of add/drop each semester. Contact Professor Laura Perry-Thompson or the Office of Measurement and Evaluation of Teaching at (412) 624-6147, Room G39 Cathedral of Learning) to schedule your course evaluation. Course evaluations are required of all Part-time faculty adjuncts every semester.

• You can get your University ID card from the Pitt-Johnstown ID Center located in 115 Biddle Hall (814) 269-7020). Please remember to bring your appointment letter with you when you go to get your ID. Your Pitt ID serves as your library card.

• In order to set up a Network Authorization Account, which will allow you to access the Pitt computer system, and to get an e-mail address, send a written request (including your social security number) to Ms. Megan Soltesz, mms34@pitt.edu

• For computer questions, call the HELP DESK (412) 624-4357, helpdesk+@pitt.edu. The HELP DESK is staffed 24 hours a day, 7 days a week.

• The support person and or Professor Laura Perry-Thompson can direct you to the closest lots to your classroom at Pitt-Johnstown. Parking is available in the Faculty/Staff lots adjacent to Biddle and Krebs Halls after 5:00 PM. A visitors parking pass will be required if you plan to be on campus during daytime hours. Please contact the Office of Community Education and Outreach prior to the date you will require a pass.
TEACHING IN THE DOCTORAL PROGRAM SCHOOL OF SOCIAL WORK

OAKLAND CAMPUS

TEACHING ASSISTANT AND TEACHING FELLOW TRAINING
Successful TA-Faculty Partnerships

By
Marguerite Brown, TA Services, CIDDE

The working relationship between teaching assistants and faculty is one of fundamental importance to the teaching mission in a research university. Successful TA-faculty partnerships enhance the quality of education for undergraduates, further the intellectual growth of students and teachers alike, and provide valuable training for graduate students planning a career in higher education. Successful faculty-TA partnerships have three main features:

1. Clear-cut Responsibilities: It is important that TA’s know exactly what is expected of them, and exactly what they can expect from their faculty supervisor for the course.

2. Open Communication: TA’s and faculty should meet regularly throughout the term (once per week is ideal for most courses).

3. Mutual Respect: TA’s should recognize the valuable experience faculty bring to the classroom. Faculty should recognize the enthusiasm for teaching and eagerness to learn that TA’s bring to their departments.

Each of these features can be fostered by following a few simple guidelines. To effectively establish clear-cut responsibilities, faculty should consider doing the following:

- Meet with TA’s before the semester begins to establish course policies, grading standards and responsibilities. Ask TA’s for feedback throughout the term on how these policies are functioning in practice.

- Make clear your expectations for lecture attendance, office hours and student meetings. TA’s can plan their time better when they know well in advance the expectations of their faculty supervisor.

- Let TA’s know in advance if they will be needed before class starts for assistance with tasks like photocopying and making overheads.

To establish and maintain open communication channels, faculty should consider doing the following:

- Meet regularly with your TA’s. Weekly meetings can be used to cover pedagogical issues as well as issues relating to administrative matters.

- Ask TA’s for their feedback on the effectiveness of lectures and other course components. A well-designed course is one in which all the parts — lectures, recitations, labs — have clearly defined functions and meet established course goals.
• Ask TA’s to keep you informed about students who may be having difficulty with the course material. Communication between faculty and TA’s about student progress is an important tool for increasing student learning. Sometimes TA’s know more about how particular students are doing in the course than faculty. Faculty should exploit this knowledge.

To encourage an atmosphere of mutual respect, faculty should consider doing the following:

• Get input from your TA’s on the design of assignments and/or exams, and on the grading criteria that will be used. While TA’s may not have much teaching experience, this kind of input can help them to begin thinking about how courses are designed and how they might do this when they teach their own courses.

• Discuss the intellectual and pedagogical foundations of your course with your TA’s, and ask for input on modifications. TA’s may be closer to the undergraduate experience, and so may have valuable insights into how undergraduates learn.

• Let your TA’s present a lecture on a course topic of their choosing.

Give them constructive feedback on their lectures. This gives them valuable experience behind the podium and can help them understand the course better from the faculty supervisor’s perspective.

• Treat your TA’s as junior colleagues – as faculty-in-training. TA’s want to succeed in the classroom, as well as in their research and writing activities. Give them the opportunity to improve as teachers.

These suggestions can help faculty enhance their teaching and help graduate students begin to develop the skills necessary to succeed in the classroom. They can also help undergraduates meet course goals and improve the overall quality of education at the University.

School of Social Work
Teaching Assistant & Teaching Fellow Training Protocol

At the University of Pittsburgh “Teaching Assistants” and “Teaching Fellows” are graduate students receiving departmental support in return for completion of specific teaching and teaching-related experiences under the guidance of faculty mentors (see following section with University of Pittsburgh TA/TF/GSA policies or go to http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf. Below are the University of Pittsburgh, School of Social Work definitions of Teaching Assistants and Fellows:

Teaching Assistant (TA): A graduate student who holds a teaching or teaching-related appointment made in accord with University regulations pertaining to Teaching Assistants.

Teaching Fellow (TF): The same as a Teaching Assistant except that the Teaching Fellow is more educationally advanced or experienced, with a completed CSWE-accredited Masters degree in social work (MSW).

The exact nature of Teaching Assistants (TA) responsibilities vary by the particular course assignment. TA’s can be involved in both administrative tasks related to the course to which they are assigned as well as course delivery tasks. Some examples of typical TA tasks include: preparing classroom materials; constructing, proctoring, and grading examinations; delivering lectures; and, assisting students with questions related to the course. Teaching Assistants are supervised by the instructor of the course to which they are assigned. The extent and type of supervision provided by the faculty course mentor is based on the TA’s course responsibilities (see below).

Teaching Fellows (TF) are responsible for preparing and delivering their assigned course as the primary instructor for the course. School of Social Work policy requires that Teaching Fellows who teach practice courses (at either the BASW or MSW level) must have a CSWE-accredited MSW degree and at least two years social work practice experience. TF responsibilities include (but are not limited to): syllabus development; development and delivery of weekly course lecture; leading class discussions; and assessment of student performance. Teaching Fellows work independently in the classroom but, are supervised by the School of Social Work Associate Dean for Academic Affairs (see below).

Under University policy, each department is responsible for providing orientation and training for its graduate student teaching appointees. Below is an outline of the School of Social Work orientation and training protocol for Teaching Assistants and Teaching Fellows.
I. OFFICE OF FACULTY DEVELOPMENT TRAINING

At the beginning of both the fall and spring semesters, the Center for Instructional Development and Distance Education (CIDDE) holds an orientation for new Teaching Assistants (TA’s) and Teaching Fellows (TFs). This two-part orientation consists of workshops designed to prepare new TA’s/TFs to teach at the University of Pittsburgh and is led by experienced Teaching Assistants and CIDDE Teaching Fellows. The workshops are designed to provide new graduate student instructors with the practical skills they will need to be successful in the classroom. In addition, the training is designed to orient new graduate student appointees with University policies and resources. All new TA’s/TFs in the School of Social Work are required to attend the orientation program sponsored by CIDDE. More information on the training can be accessed at: http://www.cidde.pitt.edu/fds/ta_ntao.htm

II. SCHOOL OF SOCIAL WORK ORIENTATION

In accordance with University of Pittsburgh policy, each year the School of Social Work holds its own orientation for all Teaching Assistants and Teaching Fellows. The primary goals of this orientation are to provide students with:

a. an overview of the Social Work Programs;

b. School of Social Work policies and procedures specific to the work to be carried out by the TA’s/TFs, and;

c. Answers to any questions or concerns regarding their status as TA’s/TFs.

The School of Social Work orientation is offered over a half day; during which the students have the opportunity to interact with faculty as well as fellow TA’s/TFs. The orientation begins with an overview of each program, its student population, and the unique challenges associated with teaching within that program as identified by each Program Director. Time is also allotted for TA’s/TFs to interact one-on-one with the Program Directors. During the second part of the School of Social Work TA/TF Orientation, participants are provided with a copy of this School of Social Work Teaching Handbook to facilitate discussion of policies, appointment expectations, responsibilities, and evaluation (of both the appointee and their mentor). In addition to discussing policies and regulations, this segment of the orientation covers any logistical issues associated with the TA/TF appointment (i.e. support staff or book orders). The last segment of the orientation gives graduate appointees the opportunity to ask questions or discuss any concerns they may have about being a TA/TF in the School of Social Work. As part of this group discussion TA’s/TFs are asked to identify their
expectations of themselves as instructors and any challenges they may anticipate facing in the upcoming year.

III. REQUIRED ONGOING DEVELOPMENT ACTIVITIES
One of the School of Social Works goals is to facilitate the professional development of Teaching Assistants and Teaching Fellows. Therefore in addition to the CIDDE training and the School of Social Work orientation, the School of Social Work also has following requirements:

1. All PhD Students must complete the 3-credit required doctoral course, *Seminar in Social Work Education* (SWGEN #3066). This seminar presents the history of social work education, accreditation of social work programs, and the fundamentals of curriculum design for foundation courses (including selecting educational objectives, differential teaching methodologies, methods of evaluating student performance). Careers in social work education as well as critical issues in contemporary social work education are also covered. By completion of the course, students are able to:

   a. Delineate major developments in the history of contemporary social work education.

   b. Evidence knowledge of CSWE Educational Policy and Accreditation Standards (EPAS) and the implications and application of the EPAS to social work foundation education.

   c. Articulate the difference between foundation, concentration and specializations in social work education and the implications of this for accredited baccalaureate and graduate social work programs.

   d. Illustrate principles of adult education, curriculum design, and assessing students' learning in social work foundation education with sensitivity to the impact of ethno-cultural diversity in the classroom and on the student-instructor relationship.

   e. Demonstrate effective methods of presenting instructional information including teaching skills, methods and strategies appropriate to social work foundation education.

As part of the Seminar in Social Work Education course, students complete the training models mandated by the Office of the Provost on:

- Preventing Sexual Harassment
• Preventing Employment Discrimination (located at: http://training.newmedialearning.com/ped/pitt/).

Also as part of the Seminar in Social Work Education, students who are non-native speakers of English must be evaluated through the English Comprehensibility Test (to assess their spoken English) administered by the English Language Institute. The results of these assessments are placed in the student’s academic folder. All students obtaining unsatisfactory scores must complete an enhancement program. If a student does not obtain a satisfactory score by the time of reappointment, it is sufficient cause for non-appointment as a TA/TF.

2. All TA’s/TFs participate in the appropriate faculty and program committee meetings related to their course assignment as TA’s/TFs.

3. TA’s are required to have regular supervisory meetings (minimum three per term) with the Professor (mentor) to whom they are assigned. At the end of the each term, this Professor will provide a written evaluation to be placed in the TA’s academic folder.

4. TFs are required to have three supervisory meeting with the Associate Dean for Academic Affairs during the terms in which they teach. The Associate Dean for Academic Affairs has the option to conduct individual and/or group supervision when there is more than one Teaching Fellow. The purposes of these supervisory meetings are to monitor the TF’s course delivery and address any challenges TF’s are experiencing in the classroom. At the end of the each term, the Associate Dean for Academic Affairs will provide a written evaluation to be placed in the TF’s academic folder.

5. All TA’s/TFs are required to attend the School of Social Work lecture series as well as the Center on Race and Social Problems lecture series. In addition to the above, TA/TF attendance is also required at small group meetings with lecture series speakers. Both lecture series provide an overview of critical social issues facing the social work profession and how these issues are being addressed in social work schools and programs across the country. Speakers are noteworthy in their respective fields and thus provide doctoral students with an opportunity to see the various ways content is delivered by these experts in their disciplines.
IV. **OPTIONAL ONGOING DEVELOPMENT ACTIVITIES**

Throughout the academic year, CIDDE offers various workshops for doctoral students, Teaching Assistants, and Teaching Fellows designed to facilitate their professional development. These hands-on workshops are led by instructors from across the University; offer practical skills, and provide participants with an opportunity to share experiences with other TA’s/TFs. Although the School of Social Work does not mandate that TA’s/TFs attend these workshops, graduate appointees are encouraged to take advantage of these additional training opportunities. Workshop descriptions and schedules can be found at: [http://www.cidde.pitt.edu/fds/ta_workshops.htm](http://www.cidde.pitt.edu/fds/ta_workshops.htm)
School of Social Work
Teaching Assistant & Teaching Fellow Fact Sheet

At the University of Pittsburgh “Teaching Assistants” and “Teaching Fellows” are graduate students receiving departmental support in return for completion of specific teaching and teaching-related experiences under the guidance of faculty mentors. Below are the University of Pittsburgh, School of Social Work definitions of Teaching Assistants and Fellows; for more detailed information see the university policy statement at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

Teaching Assistant (TA): A graduate student who holds a teaching or teaching-related appointment made in accord with the University regulations pertaining to Teaching Assistants.

Teaching Fellow (TF): The same as a Teaching Assistant except that the Teaching Fellow is more educationally advanced or experienced, with a completed CSWE-accredited Masters degree in social work (MSW).

School of Social Work policy requires that Teaching Fellows (TF) who teach practice courses (at either the BASW or MSW level) must have a CSWE-accredited MSW degree and at least two years social work practice experience.

Below is an outline of the School of Social Work policies regarding the appointment, supervision, and evaluation of Teaching Assistants and Teaching Fellows. The School of Social Work is in compliance with all University of Pittsburgh policies regarding TA’s/TFs; please see the University of Pittsburgh Policy Statement for Teaching Assistants, Teaching Fellows and Graduate Student Assistants for a complete guide to the university policies at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

TA / TF APPOINTMENT:

Appointment as either a Teaching Assistant or a Teaching Fellow is based on the appointee’s areas of interest and expertise and successful progress in the requirements of the PhD Program. TA / TF appointments in the School of Social Work go to students who have shown exceptional performance within the department; recommendations are required for receiving a Teaching Assistantship or a Teaching Fellowship in the School of Social Work. In addition, TF’s typically have a prior TA appointment or teaching experience; and have demonstrated their ability to manage a foundation-level classroom.

TA / TF appointments in the School of Social Work are typically for one year (fall and spring terms). However, if an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their TA / TF appointment terminated.
The normal work-week for a TA/TF/GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

A written notification of a TA / TF appointment will be made to the appointee and will include the general conditions of the appointment, specifying salary, general duties, duration, as well as other pertinent conditions of the appointment.

**TA / TF ORIENTATION:**

In order to receive a Teaching Assistantship or Teaching Fellowship in the School of Social Work, appointees must complete the University of Pittsburgh Center on Instructional Design and Distance Education (CIDDE) Orientation, School of Social Work TA / TF Orientation, and the required doctoral course, *Seminar in Social Work Education* (SWGEN #3066). As part of the Seminar in Social Work Education course, students complete:

1. Required Office of the Provost Training on Preventing Sexual Harassment (http://training.newmedialearning.com/psh/pitt/).


3. Students who are non-native speakers of English must be evaluated through the English Comprehensibility Test (to assess their spoken English) administered by the English Language Institute. The results of these assessments are placed in the student’s academic folder. All students obtaining unsatisfactory scores must complete an enhancement program. If a student does not obtain a satisfactory score by the time of reappointment, it is sufficient cause for non-appointment as a TA/TF.

a. **Office of Faculty Development Training:**

Twice a year, the Center for Instructional Development and Distance Education (CIDDE) holds an orientation for NEW Teaching Assistants and Teaching Fellows. This two-part orientation consists of workshops designed to prepare new TA’s/TFs to teach at the University of Pittsburgh. The primary goals of the workshops are to (1) provide new graduate student instructors with the practical skills they will need to be successful in the classroom and (2) to orient new graduate student appointees with University policies and resources.
b. School of Social Work Orientation:

Once a year, the School of Social Work holds a half day orientation for ALL Teaching Assistants and Teaching Fellows. The primary goals of the orientation are to provide TA/TFs with an overview of the Social Work Programs; School of Social Work policies and procedures specific to the work that will be carried out by the TA’s/TFs, and; answers to any questions or concerns regarding their status as TA’s/TFs. During the orientation students have the opportunity to interact with school faculty as well as fellow TA’s/TFs.

c. Required Ongoing Development Activities:

All PhD Students must complete the 3-credit required doctoral course, Seminar in Social Work Education (SWGEN #3066). All TA’s/TFs participate in the appropriate faculty and program committee meetings related to their course assignment as TA’s/TFs. And, all TA’s/TFs are required to attend the School of Social Work lecture series as well as the Center on Race and Social Problems lecture series. Both lecture series provide an overview of critical social issues facing the social work profession and how these issues are being addressed in social work schools and program across the country. TFs are required to have a minimum of 3 supervisory meetings with the Associate Dean for Academic Affairs during the term which they teach. The Associate Dean for Academic Affairs has the option to have individual and/or group supervision with TF’s to monitor their course delivery and address any challenges TF’s may be experiencing in the classroom. The Associate Dean for Academic Affairs will provide a written evaluation of the TF at the end of each term.

TA’s are required to have regular supervisory meetings (minimum three per term) with the Professor (mentor) to whom they are assigned. At the end of the each term, this Professor will provide a written evaluation to be placed in the TA’s academic folder.

CLASSROOM DUTIES & SUPERVISION:

Teaching Assistants (TA):

The exact nature of a TA’s responsibilities varies by the particular course assignment. TA’s can be involved in both administrative tasks related to the course to which they are assigned as well as course delivery tasks. Some examples of typical TA tasks include: preparing classroom materials; constructing, proctoring, and grading examinations; delivering lectures; and, assisting students with questions related to the course.
Teaching Assistants are supervised by the Professor of the course to which they are assigned. The extent and type of supervision provided by the faculty course mentor is based on the TA’s course responsibilities.

**Teaching Fellows (TF):**

TFs are responsible for preparing and delivering their assigned course. The TF is the primary instructor for the class to which they are assigned. Responsibilities include (but are not limited to): syllabus development; development and delivery of weekly course lecture; leading class discussions; and assessment of student performance.

Teaching Fellows work independently in the classroom but, they are supervised the School of Social Work Associate Dean for Academic Affairs. TF’s are required to meet with their faculty advisor three times a semester; the content and goals of these supervisory meetings are established by the advisor and the TF.

**EVALUATION:**

Teaching Assistants and Teaching Fellows are required to complete the School of Social Work TA / TF Evaluation Form at the completion of their assignment. Completed evaluations should be submitted to the Associate Dean for Academic Affairs office. Additional evaluation requirements are outlined below.

**Teaching Assistants:**

Teaching Assistants are responsible for asking their supervising faculty mentor to place appropriate questions regarding their performance as a TA on the course evaluation form administered by the Office of Measurement and Evaluation of Teaching. These evaluations of TA performance are then discussed with the TA and included in the written evaluation placed in the TA’s academic folder at the end of the term.

**Teaching Fellows:**

All Teaching Fellows must have their course evaluated by their students using the form administered by the Office of Measurement and Evaluation of Teaching. The evaluations are presented to and discussed with the Associate Dean for Academic Affairs and are included in a written evaluation the Associate Dean places in the TF’s academic folder.
Graduate Student Assistants at the University of Pittsburgh are graduate students who are receiving departmental support in return for specified duties while gaining professional training and research experience under the guidance of faculty mentors. Below is the University of Pittsburgh definition of a Graduate Student Assistant; for more detailed information see the following section in this manual or go to: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

**Graduate Student Assistant (GSA):**
A graduate student who performs duties to assist in the educational or research mission of the University of Pittsburgh and the School of Social Work.

Below is an outline of the School of Social Work policies regarding the appointment, supervision and evaluation of Graduate Student Assistants (GSA’s). The School of Social Work is in compliance with all university policies regarding GSA’s.

**GSA APPOINTMENT:**

GSA appointments in the School of Social Work are based on faculty staffing needs; all efforts are made to match appointees with faculty mentors who have common areas of interest and research agendas.

GSA appointments in the School of Social Work are typically for one year (fall and spring terms). However, if an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their GSA appointment terminated.

The normal work-week for a GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

A written notification of a GSA appointment will be made to the appointee and will include the general conditions of the appointment and will specify the salary, general duties, duration, as well as other pertinent terms of the appointment.

**GSA DUTIES & SUPERVISION:**

One of the School of Social Work’s goals is to facilitate the professional development of graduate students; the Graduate Student Assistantship is designed to provide doctoral students with training and practical experience under the guidance of School of Social Work faculty. The exact nature of a GSA’s responsibilities is dependent upon the
appointee’s faculty assignment. Some examples of typical GSA tasks include, but are not limited to:

- Assisting in the preparation of grant proposals
- Carrying out tasks related to research projects such as survey design or data collection
- Conducting literature reviews
- Assisting with data management and/or analysis
- Helping prepare conference presentations
- Assisting in manuscript preparation

Graduate Student Assistants are supervised by their assigned faculty mentor. The type and level of supervision is based on the GSA’s job responsibilities. Therefore, faculty members are responsible for determining how their assigned GSA is supervised.

ON-GOING GSA TRAINING:

One of the School of Social Works goals for doctoral students is to facilitate the professional development of Graduate Student Assistants. Therefore as part of their training, the School of Social Work also requires GSA appointees to complete and participate in the following:

a. Participate in the appropriate faculty and research meetings related to the graduate appointee’s assignment.

b. Attend the School of Social Work (SSW) lecture series.

c. Attend the Center for Race and Social Problems (CRSP) lecture series.

d. Attend small group meetings with lecture series speakers.

Both the SSW and CRSP lecture series provide an overview of critical social issues facing the social work profession and how these issues are being addressed in social work schools and program across the country. Speakers are noteworthy in their respective fields and thus provide doctoral students with an opportunity to see the various ways content is delivered by these experts in their disciplines.
GSA EVALUATION:

The University of Pittsburgh requires a performance evaluation of each Graduate Student Assistant at least once each semester. The primary objective of the evaluation is to assess the student’s job performance. In addition, the evaluation provides an opportunity for both the faculty supervisor as well as the GSA to offer one another feedback and to work together to improve the job from both ends (e.g. self-improvement, issues related to the job that result in poor performance, requests for additional skill building, etc.). Faculty supervisors provide a written evaluation using the School of Social Work GSA Evaluation Form at the conclusion of the GSAs assignment. These evaluations are then discussed with the GSA and returned to the Associate Dean for Academic Affairs Office to be placed in the student’s academic folder at the end of the term.
Policy Statement for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants
University of Pittsburgh
Effective July 1995

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Definitions

TA’s, TF’s and GSA’s at the University of Pittsburgh are graduate students who are receiving support in return for specified duties while gaining teaching and teaching-related experience under the guidance of faculty mentors. Their primary objective, from the standpoint of the University and the individual, is to make steady progress toward an advanced degree. TA/TF/GSA employment status is dependent upon graduate student status. The primary responsibility for all courses taught at the University rests with the faculty.

The titles of Teaching Assistant, Teaching Fellow, and Graduate Student Assistant are reserved for University-wide use exclusively.

Teaching Assistant (TA): a graduate student who holds a teaching or teaching-related appointment made in accord with the University regulations pertaining to Teaching Assistants. No Teaching Assistant shall be employed to teach post baccalaureate courses.

Teaching Fellow (TF): the same as a Teaching Assistant except that the Teaching Fellow is more educationally advanced or experienced, typically holding the equivalent of a master's degree. TF’s should not be assigned to teach graduate courses. Exceptions may be made only in rare cases where the individual shows clear evidence of outstanding skills in specialized areas and when the individual is directly supervised by a member of the graduate faculty.

Graduate Student Assistant (GSA): a graduate student who performs duties to assist in the educational or research mission of the University, but does not teach a class, recitation or laboratory.

Appointment Guidelines

The TA, TF, or GSA must receive a letter that states the general conditions of the appointment and that specifies the salary, general duties, duration, fringe benefits, and other pertinent terms of appointment. A copy of the complete TA/TF/GSA Policy Statement should be included with the appointment letter. The letter of appointment should be sent in duplicate to the student. If the student accepts the appointment, he or she must sign one copy and return it to the designated authority. The original should be retained by the student.

When a student accepts an appointment in writing, that appointment shall be binding on both the student and the University provided the student is authorized to be employed in the United States. In accordance with the policy of the Council of Graduate Schools in the United States; however, a student, after accepting a regular two-term appointment beginning in September, may resign in writing before April 15 of that year. A department may, during the year, transfer a student, after consultation with the student, from a teaching assignment to another
appointment as a Graduate Student Researcher or to another appropriate assignment which provides for essentially equal financial benefits and professional responsibilities.

Duration of appointment ordinarily is for two terms (fall and spring). Students may receive an appointment for the summer term or any official summer session. Under special circumstances, one-term appointments or fractional appointments (three-fourths, one-half, or one-fourth) may also be made in order to meet the requirements of individual departments. The duties and compensations for appointment that are less than full-time will be in proportion to the fraction of a full-time appointment.

The normal work-week for a TA/TF/GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

TA’s, TF’s, and GSA’s who receive full-time appointments in the fall and/or spring terms are expected to complete at least 9 credits or the Full-Time Dissertation Study option in the terms of appointment; those with fractional appointments are expected to register for at least the following number of credits or the Full-Time Dissertation Study option: 3/4 appointment, 9 credits; ½ appointment, 6 credits; 1/4 appointment, 3 credits. TA/TF/GSA’s who receive appointments in the summer term or in a summer session must register for at least 3 credits or for the Full-Time Dissertation Study option in the term or session.

Appointment Requirements:

The Immigration Reform and Control Act requires employers to verify that a job applicant is authorized to be employed in the United States. Each new TA/TF/GSA is required to verify that he/she is either a U.S. citizen or authorized to be employed in this country.

The University is required by the English Fluency in Higher Education Act of the Commonwealth of Pennsylvania to determine that all individuals who teach possess adequate English language fluency for effective communication with students. TA’s/TF’s who are nonnative speakers of English must be evaluated through the English Comprehensibility Test, to assess spoken English, administered by the English Language Institute (ELI). Schools or departments may require higher scores than the established University minimums. All TA’s/TF’s obtaining unsatisfactory scores must complete an enhancement program. If a TA/TF does not obtain a satisfactory score by the time of reappointment, it is sufficient cause for nonrenewal.

Reappointment Guidelines

Although TA/TF/GSA appointments may not be made for more than one year, a student may be reappointed. While it is impossible to guarantee reappointments, most students who are making satisfactory progress toward a graduate degree and whose teaching or other service
performance is satisfactory will receive at least one renewal of their appointment or an offer of other financial assistance. If it is impossible to offer renewals or other appointments to all qualified TA’s, TF’s, or GSA’s, priority must be given to those with superior academic and teaching qualifications. An unsatisfactory score on the English Comprehensibility Test is sufficient cause for nonrenewal.

The same regulations which pertain to original appointments apply to reappointments, with the following amplification: A reappointment should be made at the same level or be a promotion. Written notice of reappointment for the fall term or of non-reappointment, including an explanation of the circumstances, should be given to the graduate student by April 15, or as soon thereafter as possible. Extended delay should only be with the mutual agreement of the department and the student for specific reasons made clear to the student.

The criteria for reappointment are the quality of assigned work performed by the TA/TF/GSA and academic achievement. Examples of unsatisfactory academic performance would be a QPA below 3.0, completion of fewer than six credits of graduate work per term, or failure to pass preliminary or comprehensive examinations as specified. As a basis for reappointment, TA’s, TF’s, and GSA’s will be evaluated for teaching or other services and academic progress at least once each term by departmental faculty, and records of performance maintained in the student’s file.

**Responsibilities**

**University: Schools, Departments, Provost**

*For all appointees:*
The department should make application and appointment procedures available to all graduate students.

Each term, every department is expected to provide all appointees with timely notification of specific assignments clearly outlining their duties and responsibilities during the term. A reasonable effort should be made to take into consideration the competencies and preferences of the graduate assistant as well as his/her graduate course schedule when assignments are being determined. Departmental assignments, with consideration for adequate preparation time, should not exceed an average of 20 hours per week for any full appointment.

Each term an appropriate summary of the specific assignments for each appointee should be available in the dean’s office and posted by the department so it will be available to all students and faculty members.

Each department is expected to carry out a performance evaluation of each appointee at least once each term.
Each department is expected to provide all appointees with working space and a place for receiving mail.

In the event of serious illness or physical incapacitation, the graduate student appointee involved shall receive salary and health benefits for the remainder of the academic term.

For students with teaching appointments:
Each department is responsible for providing orientation, training, supervision and evaluation of its graduate student appointees, and for assigning one or more faculty members to work closely with the individual graduate student to assist him or her in carrying out assignments and to facilitate professional development. There should be a departmental orientation for new TA’s and TF’s prior to the beginning of classes each term. All new TA’s/TF’s should also attend the orientation program sponsored by the Office of Faculty Development. Departments will develop appropriate training programs for TA’s/TF’s. The Office of Faculty Development will offer a variety of courses or workshops for TA’s/TF’s and will assist departments in developing training programs. The department-appointed supervisor should meet with each TA/TF at least three times each term.

If the TA/TF is instructing a laboratory, recitation section, or course for the first time, the supervisor should arrange to observe the instruction, either directly or by means of video recording, several times. Experienced TA’s/TF’s should be observed at least once. Each individual will be informed in writing of the conclusions resulting from the evaluation, and he or she should be given appropriate suggestions for improvement. Student surveys should be distributed at least once during an appointment period to the undergraduates in the TA’s/TF’s class for the purpose of improving his or her teaching. These survey results must be made available to the TA/TF and his or her supervisor.

The University is responsible for testing the English comprehensibility of TA’s/TF’s; it is the school’s responsibility to give teaching assignments only to those whose English has been judged acceptable and ensure that students complete an enhancement program if deficiencies are identified.

In the event of a TA’s/TF’s serious illness or physical incapacitation, the department chair and supervising professor will arrange for completion of teaching assignments.

A brief written description of each department’s orientation and training and evaluation and supervision plans should be available in the department and in the dean’s office.

It is the responsibility of the dean’s office to assure that specific efforts in training, supervision, evaluation, and orientation of TA’s, TF’s, and GSA’s are accomplished in the department each year.
The Office of the Provost will arrange for periodic reviews of practices in various schools as part of their responsibility for the TA/TF/GSA policy.

**Students**

Graduate students holding appointments are obliged to carry out their assigned duties. They are expected to register as described in this policy statement and to maintain satisfactory academic performance.

TA’s/TF’s must participate in departmental orientation and training programs, and in departmental deliberations concerning their courses.

Graduate students are not permitted to hold more than the equivalent of one full appointment within the University at a time. Normally, graduate students will find this to be a full-time demand, but in rare exceptions, additional appointments must be approved by the department chair and the dean. Due to immigration regulations, graduate students on J-1 or F-1 visas may be employed to work no more than 20 hours per week on campus when school is in session during the fall and spring terms, and thus those on full-time appointments are not eligible for overload appointments during these terms.

**Grievance Situations**

*Unfair Treatment:* A TA/TF/GSA who believes that he or she has been treated unfairly according to these guidelines should first discuss the problem with the supervisor or department chair. If a resolution cannot be reached at the departmental level, the TA/TF/GSA should present the grievance to the dean for informal evaluation, adjudication, and, if necessary, advice on additional, formal grievance procedures.

*Termination of Appointment:* Termination proceedings may be initiated only if the TA/TF/GSA has been evaluated on a regular basis and has received an appropriate written warning with respect to his or her performance, or has violated one or more of the major canons of institutional responsibility or University policy. The TA/TF/GSA must be informed in writing by the dean of the reasons for termination, and the appeals procedure (see below) must be included. Termination may result from unsatisfactory academic performance or from unsatisfactory professional conduct or performance. Examples of the latter include failure to meet classes regularly or failure to carry out departmental assignments.

*Appeals procedure:* (1) The TA/TF/GSA may appeal, in writing, within one week of notice of termination, to the Provost, who will convene an appeals committee; (2) The Provost or Provost’s designee will serve as chair of an appeals committee and will appoint to the committee two faculty members from the University Council on Graduate Study and two graduate students, who must be TA’s, TF’s, or GSA’s and who are recommended by the Graduate and Professional Student Association. No one from the involved academic department shall be on the appeals committee, and involved parties shall represent themselves
before the committee; (3) Within 21 days from notice of termination, the appealing TA/TF/GSA shall be provided an appeals hearing, and he/she shall be notified of the appeals committee decision as soon as is possible.

Salaries
The base salaries for GSA’s, TA’s, and TF’s are standard throughout the University. Each year the level of compensation will be considered and adjustments made when possible by the Office of the Provost. Salary levels progress from GSA to TA to TF.

Students with two-term appointments may elect to have their monthly wages paid in 12 equal payments. This selection must be exercised by August 15.
In the fall and spring terms, the FICA (Social Security) tax will be withheld from the salaries of TA/TF/GSA’s registered for fewer than six credits, excluding those registered for full time dissertation study. In the summer, FICA will be withheld from those who have not registered for at least three credits or for full time dissertation study. The period of enrollment must overlap the period of employment.

Health Insurance Coverage

TA’s, TF’s, and GSA’s who receive full-time or fractional appointments are eligible to participate in the graduate student health insurance plan. The University will provide individual coverage at no cost to the TA/TF/GSA. Family coverage through the graduate student plan (for student, spouse, and dependent children) is available by paying the difference between the premium cost for individual coverage and the family coverage. To enroll in the individual or family plan, the TA/TF/GSA must complete an enrollment form and return it to the address indicated on the form, within 10 days after the effective date of the appointment. Students who participate in the graduate student health insurance plan may elect to purchase optional dental and vision coverage; premium costs for this coverage are withdrawn from students’ monthly salary.

In the event of serious illness or physical incapacitation, the graduate student appointee involved shall receive salary and health benefits for the remainder of the academic term.

Tuition Scholarships

In recognition of academic merit, the University offers TA’s, TF’s, and GSA’s a tuition scholarship. For the fall and spring terms, the maximum tuition scholarship that will be provided is as follows:
Full-time appointment 12 credits*
3/4 appointment 9 credits*
1/2 appointment 6 credits
1/4 appointment 3 credits

TA’s/TF’s/GSA’s who receive full-time or fractional appointment in the summer term or in the summer sessions must be registered for at least 3 credits or for the Full-Time Dissertation Study option in the term or session. A graduate student who registers for more will be provided a tuition scholarship proportionate to the appointment, but in no case more than 12 credits.

The prevailing student health fee for use of the Student Health Service will be included in the merit scholarship for TA’s, TF’s, or GSA’s who receive a full-time appointment in the fall and/or spring terms and are registered for at least 9 credits or the Full-Time Dissertation Study option. If registration is for fewer than 9 credits, the student has the option of signing up for the Student Health Service and paying the fee. The University will pay the student health fee for any TA, TF, or GSA who receives a full appointment in the summer and who is registered.

The prevailing computing and network services fee and the security, safety and transportation fee will be included in this merit scholarship. The fee assessed full-time students will be included with the full tuition scholarship to a TA/TF/GSA holding an appointment in the fall, spring, or summer terms or in the summer sessions; the fee assessed part-time students will be included with the scholarship awarded to students holding fractional appointments.

The student is responsible for his or her registration and for payment of all charges appearing on the student invoice not covered by the tuition scholarship. The tuition scholarship does not cover course-related fees and the student activity fee. In some schools, arrangements have been made for the tuition scholarship to appear on the student invoice. If a tuition scholarship is not on the invoice, the student must report to the office of the dean, where a scholarship will be issued.

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Viet Nam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

* Students registered for 9 or more credits are billed at the flat full-time rate; therefore, scholarships for students with ¾ or full appointments in the fall and/or spring terms could cover up to 15 credits.
For further information on University equal opportunity and affirmative action programs and complaint/grievance procedures. Please contact the Office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7860.
MISCELLANEOUS POLICY AND PROCEDURES

STATEMENTS
As we approach another winter season, please become familiar with University Policy 07-04-02, Extreme Weather Conditions, which is summarized below. You also should be aware of any additional procedures that may be implemented by your respective area/department. This policy can be accessed on the University’s home page at: http://www.pitt.edu.

- Only the Chancellor may officially close the Pittsburgh campus of the University. The Presidents of the regional campuses are authorized to close their respective campuses. Heads of responsibility centers may not suspend daily operations because of inclement weather without the express consent of their respective Senior Officer.

- The University will remain open in all but the most extreme circumstances. However, University employees are urged to use their own discretion in deciding whether they can safely commute to work. If, because of inclement weather, a staff employee is unable to commute to work when the University is open, the supervisor should be contacted within the first hour of the workday. Such an absence will be charged against the employee’s accrued vacation or personal days. If care for a dependent family member is necessitated by the closure or delayed start of a care facility or school because of severe weather conditions, sick time may be taken.

- Cancellation of classes does not imply that the University is closed.

- Should the University officially be closed, essential functions must be maintained and certain personnel may be required to report to work. Each responsibility center shall determine which of its personnel are required to work.

- If the Governor or other local governing official declares a State of Emergency, staff employees will be expected to abide by those directives and will not be required to use accrued vacation or personal days for their absence.

- Any changes to normal University operations will be announced as early as possible through the news media.

- Employees covered by collective bargaining agreements will be governed by the terms of those agreements.
Memorandum

TO: All Faculty
FROM: James V. Maher
DATE: August 24, 2007

Religious Observances

As stated in the Faculty Handbook, the University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled.

Examples of such occasions are Yom Kippur and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

JVM/plj
cc: All deans and regional campus presidents
MEMORANDUM

TO: University of Pittsburgh Faculty, Staff, and Student Employees

FROM: Ronald W. Frisch

DATE: January 28, 2009

SUBJECT: Drug-Free Workplace/Drug-Free Schools Policy

Following is the University’s Drug-Free Workplace/Drug-Free Schools Policy. The annual distribution of this policy continues to be a requirement of the provisions of the Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989.

Sanctions will be imposed upon employees who violate this policy. Similarly, there are serious sanctions should the University violate this policy. A granting agency may suspend payments under a grant or contract, suspend or terminate the grant or contract, or suspend or debar the grant recipient.

DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS POLICY

To implement its commitment to provide a drug-free environment for its students, faculty and staff, the University of Pittsburgh has established the following policy.

The University of Pittsburgh prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on University property or as part of any University activity. Faculty, staff and students of the University must also comply with the laws of the Commonwealth of Pennsylvania on the possession and consumption of alcohol.

Violation of this policy will result in disciplinary action, including, but not limited to a warning, written reprimand, suspension, dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

Any University employee paid from federally funded grants or contracts, or any student participating in any federally funded or guaranteed Student Loan Program, must notify the University of any criminal drug statute conviction for a violation occurring at the University or while engaged in University activities. Federal student aid eligibility may be forfeited due to certain drug convictions.
Under the drug-free awareness program, the University will distribute literature informing employees and students of the dangers of drug abuse, and provide information on available drug counseling, rehabilitation, employee assistance programs, and penalties that may be imposed for violation of this policy.

All University employees and students will be given a copy of the Drug-Free Workplace/Drug-Free Schools Policy annually.

A biennial review of the University’s program will be conducted to determine the program’s effectiveness, to ensure that the sanctions against those who violate the policy are consistently enforced, and to determine the number of drug and alcohol-related violations and fatalities that have occurred on University property or as part of the University’s activities and the number and type of sanctions imposed as a result of such violations.

Upon request, the Associate Vice Chancellor for Human Resources must provide to the Secretary of Education and members of the general public a copy of this policy and the results of the biennial review.

DRUG-FREE WORKPLACE ACT OF 1988

The Drug-Free Workplace Act of 1988 requires federal grant recipients and certain federal contractors to take action aimed at establishing and maintaining “drug-free” workplaces. The legislation covers any federal contractor, other than an individual, who enters into a contract with any federal agency for the procurement of property or services of a value of $25,000 or more, all federal grantees, regardless of the value of the grant, and all individual federal contractors, regardless of the value of the contract.

As a federal contractor, the University and its employees who are paid from federally funded grants or contracts are subject to the provisions of this Act.

The Act requires persons and entities covered thereunder, other than individuals, to certify to the agency with whom they have contracts, or from whom they have received a grant, that they will establish and maintain a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace and specifying actions that will be taken against employees for violations of such prohibition.

B. Establish a drug-free awareness program to inform employees about:

- The dangers of drug abuse in the workplace,
- The employer’s policy of maintaining a drug-free workplace,
- Any available drug counseling, rehabilitation, and employee assistance program,
The penalties that may be imposed upon employees for drug abuse violations.

C. Making it a requirement that each employee engaged in the performance of a contract or grant is given a copy of the statement required by subparagraph A.

D. Notifying each employee in a statement required by subparagraph A that, as a condition of employment of such contract or grant, the employee will:
   - Abide by the terms of the statement,
   - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

E. Notifying the contracting or granting agency within ten days after receiving notice under subparagraph D from an employee or otherwise receiving actual notice of such employee conviction.

F. Taking appropriate personnel action, up to and including termination, against employees who serve notice of a conviction under subparagraph D above, or requiring such employees to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency, within 30 days of receipt of such notice.

G. Making a “good faith” effort to continue to maintain a drug-free workplace through implementation of subparagraphs A, B, C, D, E and F.

**DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989**

The Drug-Free Schools and Communities Act Amendments of 1989 require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education, state educational agency, or local educational agency must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of drugs and alcohol by students and employees.

As set forth in the statute, the University of Pittsburgh’s program is required to provide at a minimum:

A. An annual distribution, in writing, to each employee and student (regardless of the length of the student’s program of study), including:
   - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use or distribution of drugs and alcohol by students and employees on its property or as a part of any of its activities,
   - A description of applicable legal sanctions under local, state or federal law,
A description of health risks associated with the use of illicit drugs and the abuse of alcohol,

A description of available drug or alcohol counseling, treatment or rehabilitation or re-entry programs,

A clear statement of the disciplinary sanctions that the University will impose on students and employees.

B. A biennial review by the University of its programs to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced.

SOCIAL IMPACT

Substance abuse is a major social and medical problem in the United States. It is known that serious consequences result from substance abuse for the abuser. Abusers create problems for themselves and also for employers, coworkers, classmates, family and society in general. Substance abuse problems can develop in men and women of all ages, races, and occupations and can have long-reaching effects.

Alcohol is the most commonly used drug in the United States. The results from The United States Substance Abuse and Mental Health Services Administration’s National Survey on Drug Use and Health completed in 2006, suggest that over half of individuals 18 years of age and older had consumed alcohol within 30 days of completing the survey.

Alcohol and other drug use are common among college students. Approximately 66.4% of college students reported use of alcohol at least once in the past month and nearly 45.5% reported binge drinking. In addition, 16.3% of young adults, between the ages of 18 and 25 reported marijuana use within the past month. Also among the young adult population, 27.7% reported using psychotherapeutic drugs non-medically at some point in their lives.

HEALTH EFFECTS

Drinking contributes to health problems including diseases of the liver, digestive tract, and respiratory, nervous and cardiovascular systems. In addition, accidents and violence are highly correlated with alcohol and drug use and abuse. Adverse consequences of drug abuse include the increased risk of morbidity and diseases such as hepatitis and AIDS, as well as the potential of developing drug dependency. There are also well publicized health risks associated with tobacco use, particularly cancer and heart disease. Among students, problems also can arise from inexperience and lack of control, and substance use can lead to academic problems, injuries, campus crime, legal problems, fights, and interpersonal problems.

In addition to complying with state and federal statutes and regulations, the University has a desire to identify and control, to the extent possible, environmental factors that influence the health and
safety of members of the academic community. These environmental factors include the minimization of
problems related to alcohol and other drug use.

**PREVENTION AND EDUCATION**

The University, through its academic and student support centers will distribute literature informing students of the dangers of drug and alcohol abuse within and outside the campus community, and provide information on available alcohol and drug counseling, rehabilitation, student assistance programs, and sanctions that may be imposed for violation of this policy. The University will distribute literature that informs employees of the dangers of drug abuse in the workplace, and provide information on available drug counseling rehabilitation and employee assistance programs.

The applicable legal sanctions under federal, state and/or local laws include, but are not limited to, a monetary fine, suspension of motor vehicle operating privileges, imprisonment, community service counseling/treatment or completion of a mandatory education program.

Alcohol and other drug problems on the University of Pittsburgh campus are addressed through three levels of prevention programming – primary, secondary, and tertiary.

Primary prevention is directed toward creating a supportive campus environment that reinforces non-use of illicit drugs and the responsible, legal use of alcohol. Ideally, these program efforts prevent individuals from ever abusing alcohol and other drugs.

Secondary prevention is the programming designed to identify and assist individuals considered at high risk for developing alcohol or other drug problems. Individuals who exhibit some level of problematic alcohol or other drug use or who come from a family afflicted with substance abuse would be suitable targets for intervention activities.

Tertiary prevention is aimed at individuals already treated for substance abuse and who are in recovery. Program activities should assist these members of the University community in preventing relapse and maintaining their recovery on campus.

Selected academic and non-academic departments throughout the University support these educational efforts, where appropriate, through program or curriculum development.

**PITTSBURGH CAMPUS**

**INFORMATION AND ASSISTANCE FOR ALCOHOL OR DRUG ABUSE**

An important step in overcoming any problem is to know where to turn for assistance. Information, counseling, and treatment for alcohol or drug problems are available through resources in the community and costs may be covered by health care benefits. Some of the resources include:
University of Pittsburgh Student Health Service (Students Only)
Medical Arts Building, Suite 500
3708 Fifth Avenue
Pittsburgh, PA  15213
(412) 383-1800

University of Pittsburgh Counseling Center (Students Only)
3959 Fifth Avenue
334 William Pitt Union
Pittsburgh, PA  15260
(412) 648-7930

Western Psychiatric Institute and Clinic
Center for Psychiatric and Chemical Dependency Services
Oxford Building, Suite 900
3501 Forbes Avenue
Pittsburgh, PA 15213
(412) 624-1000

Life Solutions (Available to all faculty and staff)
Formerly, Faculty and Staff Assistance Program
University Center, Suite M059
120 Lytton Avenue
Pittsburgh, PA  15213
(412) 647-3327
(866) 647-3432

504 Medical Arts Building
3708 Fifth Avenue
Pittsburgh, PA  15213
(412) 647-3327
(866) 647-3432
Gateway Rehabilitation Center
100 Moffett Run Road
Aliquippa, PA 15001
(412) 766-8700

Mercy Behavioral Health
1 877-637-2924

Turtle Creek Valley MH/MR Alternatives Drug and Alcohol Program
70 South 22nd Street
Pittsburgh, PA 15203
(412) 381-2100

Turtle Creek Valley MH/MR Inc.
201 East 18th Avenue
Homestead, PA 15120
(412) 461-3811

519 Penn Avenue, Suite 202
Turtle Creek, PA 15145
(412) 824-9300

723 Braddock Avenue
Braddock, PA 15104
412-351-0222

Pyramid Healthcare
Birmingham Towers
2100 Wharton Street
Suite 321
Pittsburgh, PA 15203
(412) 481-1922
For all faculty and staff as well as their dependents enrolled in UPMC Health Plan coverage, a complete listing of behavioral health providers can be found within the link to the Web site below or by calling:

1-877-461-8610

Other Relevant Sites and Resources:

Action Network for Social Work Education and Research (ANSWER)  
https://www.socialworkers.org/advocacy/answer/default.asp

American Board of Examiners in Clinical Social Work (ABE)  http://www.abecsw.org/

Association for Community Organization and Social Administration (ACOSA) http://www.acosa.org/

Association for Gerontology Education in Social Work (AGE-SW) http://www.agesocialwork.org/

Association for the Advancement of Social Work with Groups (AASWG) http://www.aaswg.org/

Association of Baccalaureate Social Work Program Directors (BPD) http://www.bpdonline.org/

Association on Oncology Social Work (AOSW) http://www.aosw.org/

Association of Social Work Boards (ASWB) http://www.aswb.org/

Australian Association of Social Workers (AASW) http://www.aasw.asn.au/

Baccalaureate Program Directors http://bpdupdateonline.org/

British Association of Social Workers (BASW) http://www.aasw.asn.au/

Canadian Association of Schools of Social Work (CASSW) http://www.aasw.asn.au/


General Social Care Council—United Kingdom (GSCC) http://www.gsc.org.uk/

Group for the Advancement of Doctoral Education (GADE) http://web.uconn.edu/gade/

Influencing State Policy (ISP) http://www.statepolicy.org/

Information for Practice from NYU (IP) http://www.statepolicy.org/

Institute for Geriatric Social Work (IGSW) http://www.bu.edu/jgsw/

Institute for the Advancement of Social Work Research (IASWR) http://www.iaswresearch.org/

International Association of Schools of Social Work (IASSW) http://www.iassw-aiets.org/

International Federation of Social Workers (IFSW) http://www.ifsw.org/home

International Society for Prevention of Child Abuse and Neglect (ISPCAN) http://www.ispcan.org/

Inter-University Consortium for International Social Development http://www.iucisd.org/
Latino Social Workers Organization (LSWO) http://www.lswo.org/
National Association of Black Social Workers (NABSW) http://www.nabsw.org/mserver/
National Association of Deans and Directors of Schools of Social Work (NADD) http://www.naddssw.org/
National Association of Puerto Rican/Hispanic Social Workers (NAPRHSW) http://members.aol.com/naprhsw
National Association of Social Workers (NASW) http://www.naswdc.org/
National Membership Committee on Psychoanalysis in Clinical Social Work http://www.nmcop.org/
National Social Work Qualifications Board—Ireland http://www.nswqb.ie/
School Social Work Association of America (SSWAA) http://www.sswaa.org/