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School of Social Work Mission

The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the identification, prevention and amelioration of social problems. The School is committed to promoting the values of social and economic justice. Recognizing the complexities of our contemporary society, the School dedicates itself through its educational, research, and public service activities to advocating for a society that respects the worth, dignity and achievement of all individuals, families, and communities.

In furtherance of its mission, the School of Social Work strives to:

1. Educate professional social workers with the knowledge, skills, and values needed to engage in culturally competent practice with diverse populations and communities, to critically analyze personal, familial, and environmental factors affecting various practice settings and practice techniques, and to advocate for those who face barriers to maximizing the achievement of their fullest potential.

2. Engage in scholarly pursuits and activities that contribute to professional knowledge about complex social problems and the development of innovative approaches to ameliorate those problems.

3. Provide professional service to local, national, and international entities through collaborative partnerships with social agencies, community-based organizations, government, and foundations.

At the level of doctoral education, the School further strives to train the next generation of social work scholars and educators for positions in which they will enhance and expand the knowledge base of the profession by contributing to research, scholarship and teaching, and by occupying leadership positions in the profession.
Welcome Message from the Dean

Welcome to the University of Pittsburgh School of Social Work! You have chosen to join one of the top social work programs in the nation, and we very much look forward to getting to know you and working with you!

The School has a long and rich commitment to social justice, excellent educational programs, world-class research, and strong ties and involvement with the broader Pittsburgh community. Since 1918 our School has been a trailblazer. Our Child Welfare Research and Education Program is the second largest in the country. Our Center on Race and Social Problems conducts critical research and provides leadership locally and nationally for addressing critical issues facing our society. Our newest center, the Center for Interventions to Enhance Community Health (CiTECH) brings together Social Work and Psychiatry to improve behavioral health. Within and beyond these centers, our faculty conduct cutting-edge research and innovative practice on a wide range of topics and issues (for example, integrated healthcare, social and economic justice, aging, disabilities, schools, mental health, child welfare, policy, empowering communities, sexual orientation and gender identity, disparities).

All of this creates a dynamic and stimulating environment to study, grow, and work!

As we move into the future, we are committed to working together, with the communities around us, and with colleagues and collaborators around the world to apply the principles and values of Social Work to address the very challenging issues within our society. We are very fortunate at Pitt to be strongly supported by the broader university, to have excellent working relationships with colleagues across the medical and academic campuses, to have deep commitments and involvement in local communities, organizations, and efforts, and to have a strong network of community partners, philanthropic foundations, and organizational leaders—these strengths allow us to conduct the types of research, teaching, and service that are at the heart of all that is wonderful about social work!

We look forward to working with you and seeing you flourish as you move forward in your future careers to improve knowledge, practice, and policy that will advance social justice, empower communities, and expand individual potential. Thank you for bringing your passion, skills, and energy to join us in this mission!

Sincerely,

Elizabeth M.Z. Farmer, PhD
Dean
Welcome Message from the Ph.D. Program Director

Greetings! I am very pleased with your decision to enroll in our doctoral program and join our community of scholars. Doctoral education in our School of Social Work will be an exciting and rewarding intellectual journey for you. Our program has a legacy of a deep commitment to education and scholarship. Our graduates have made important scholarly contributions to the social work profession via various roles in the education, research, and leadership realms. Many of our graduates are highly regarded as faculty, deans, and directors in other Schools of Social Work, both nationally and internationally.

One component of our School, the Center on Race and Social Problems, offers exciting new research and learning opportunities for both faculty and students. In addition, we have faculty engaging in research studies examining issues in a wide range of social work related areas. These include health, mental health, substance use, gerontology, and a large training and research program addressing child welfare services, all of which offer opportunities for collaboration for doctoral students with faculty within our School and in the larger University community.

With a highly competitive admissions process, we typically admit between five to eight students each year. Each cohort represents a variety of geographical regions, countries, educational, and practice backgrounds. As a result of a committed faculty who work closely with our doctoral students, along with our program of funding support, our student program completion rate is extremely high. We encourage students, upon their entry to the program, to identify an area of research specialization which they can focus on and explore in their coursework and Graduate Student Assistant (GSA) assignments. Expertise in this area will grow and mature as the student moves through the program, usually becoming the basis for their comprehensive exam and, eventually, their dissertation.

We welcome you to our School and wish you the best as your begin your new academic journey.

Sincerely,

Christina E. Newhill, Ph.D., LCSW
Professor and Doctoral Program Director
Administrators in the School

Administrative Structure

The administrative structure of the School of Social Work is as follows:

Dean
Interim Associate Dean for Academic Affairs
Associate Dean for Research
Associate Dean for Student Success
Director of Administration
Administrative Assistant to the Dean
Admissions and Financial Aid Coordinator
Research Manager
Financial Manager
Director, B.A.S.W. Program
Director, M.S.W. Program
M.S.W. Program Coordinator – Bradford Campus
M.S.W Program Coordinator – Johnstown Campus
Director, Ph.D. Program
Director, Field Education
Director, Continuing Education Program
Director, Career Services and Alumni Affairs
Director, Development & Alumni Relations

Elizabeth M.Z. Farmer
Helen E. Petracchi
Shaun Eack
Keith Caldwell
Megan M. Soltesz
TBD
Jessalynn Oliver
Laurie Mejia
Megan M. Soltesz
Toya Jones
Yodit Betru
Stephanie Eckstrom
Misha Zorich
Christina Newhill
John Dalessandro
Molly Allwein
Bobby Simmons
Jocelyn Horner
Section 1: Introduction

Governing Regulations and Disclaimer

We abide by all regulations guiding graduate study at the University of Pittsburgh, including but not limited to Regulations Governing Graduate Study at the University of Pittsburgh and the Pitt Student Code of Conduct.

Helpful information can be found in the Graduate Studies section of the website of the Office of the Provost, and at the website of Pitt’s Office of Policy Development and Management.

This Student Handbook is designed to provide essential information to Ph.D. students in the School of Social Work. It is not intended to be a complete statement of all School and/or University policies. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms or conditions of enrollment, and the language used in this Handbook is not intended to create a contract between the University of Pittsburgh’s School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with law, such policy is superseded by law.
Section 2: The Doctoral Program

Administration of the Doctoral Program

The Doctoral Program is administered by the Director who is appointed by the Dean of the School. Broad academic policies are set by the Doctoral Program Committee. Specific policy development, admissions, curricular review and development and other aspects of the program are set by the Program Committee and the faculty of the School. Implementation of the program is carried out by the doctoral faculty of the School of Social Work.

Doctoral Program Degrees: Overview

The Doctoral Program offers the PhD and the joint MSW/PhD programs and degrees.

Additionally, we work closely with the School of Public Health to assist students who earn the MPH along with the Social Work PhD degree.

Students may enroll in only one dual, joint, or cooperative degree.

Doctor of Philosophy in Social Work (PhD)

Students accepted into the Doctoral Program who hold MSW degrees may apply for the PhD program. The program prepares people for research careers in the field of Social Work. The program includes coursework, a comprehensive exam, and the dissertation.

Master of Social Work/Doctor of Philosophy in Social Work (MSW/PhD)

Applicants without an MSW degree, who wish to seek training to become full-time faculty or researchers in the field of Social Work, may apply to the joint MSW/Ph.D. program.

The Council on Social Work Education, which accredits Social Work MSW and BASW programs, requires that faculty who teach practice classes hold an MSW and have at least two years of post-masters practice experience. Thus, many schools of social work strongly prefer that their faculty members hold MSWs as well as PhDs. Applicants without an MSW must apply to the combined MSW/PhD program. Preference is given to those MSW/Ph.D. applicants who have had prior social work-related work experience.

Students in this program are full time MSW students in their first year. In their second year, they complete the MSW program along with first year PhD coursework. In their third year they are full time doctoral students and complete their PhD coursework. Following completion of coursework, they take the comprehensive exam and complete the dissertation.

Master of Public Health/Doctor of Philosophy in Social Work (MPH/PhD)

A joint program with the School of Social Work allows students to obtain the MPH degree in Public Health and the Ph.D. degree in social work. Students in this joint program must meet the requirements for the MPH degree. Social Work doctoral students who already hold a Master of Social Work degree may enter this program to obtain the MPH degree.
The MPH degree is administered separately by the School of Public Health, and the requirements for the MPH degree are not funded by the Social Work Doctoral Program.

Coursework for the MPH is usually completed during the first three years of study.

**Expected Timeline of Progress towards Degrees**

All requirements for the Ph.D. degree must be completed within eight years for students entering with MSW degrees, and ten years for those without MSW degrees. Typical timelines are as follows:

1. Coursework is completed in the first two years for PhD students, and the first three years for MSW/PhD students
2. Coursework must be completed to take the Comprehensive Examination. The Comprehensive Examination should be taken in the second summer of matriculation as a PhD student, and not later than one year after the completion of the course work.
3. Students are expected to successfully defend the Dissertation Overview, in order to be admitted to candidacy, within one year of passing the Comprehensive Examination.
4. After a student has passed the Overview Defense, he/she is expected to successfully defend the Dissertation within two years.

Joint MPH/PhD students must work closely with Social Work and Public Health advisors to ensure that MPH requirements are met in a timely way; most students will complete coursework in their first three years of study.

**Statute of Limitations for Doctoral Degrees**

There is an eight-year statute of limitations for the completion of the Ph.D. degree for students who enter with an MSW and who are not pursuing an MPH.

There is a 10-year statute of limitations for students in the MSW/Ph.D. program or the MPH/Ph.D program. Coursework and the comprehensive examination should be completed within five years and the dissertation within three additional years.

**Leaves of absence**

Under special conditions, doctoral students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students. The length and rationale for the leave of absence must be stated in advance, recommended to the dean by the department, and approved by the dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

**Extensions**

Under exceptional circumstances, candidates may apply for an extension of the statute of limitations. The request must be approved by the doctoral committee and submitted to the dean for final action. Requests for extensions must be accompanied by a departmental assessment of the work required of the student to complete the degree as well as documented evidence of the extenuating circumstances leading to the request. Students who request an extension of the statute of limitations must demonstrate proper preparation for the completion of all current degree requirements.
Advising in the Doctoral Program

Doctoral students are advised by the Program Director in the first semester of their first year. Following the first semester, they may request another faculty advisor, or continue to be advised by the Program Director.

Doctoral students admitted to candidacy are advised by their faculty research advisor/dissertation chair.
## Coursework (50 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro Sem</td>
<td></td>
<td>0 credits</td>
</tr>
<tr>
<td>Research Methods 1</td>
<td>SWRES 3020</td>
<td>3 credits</td>
</tr>
<tr>
<td>Inferential/Bivariate Statistics</td>
<td>SWRES 3029</td>
<td>3 credits</td>
</tr>
<tr>
<td>Multivariate Statistics</td>
<td>SWRES 3021</td>
<td>4 credits</td>
</tr>
<tr>
<td>Research Methods Elective</td>
<td>(select from offerings outside of the School)</td>
<td></td>
</tr>
<tr>
<td>Advanced Data Analysis or Statistics Elective</td>
<td>(select from offerings outside of the School)</td>
<td></td>
</tr>
<tr>
<td>Theory I</td>
<td>SWGEN 3044</td>
<td>3 credits</td>
</tr>
<tr>
<td>Theory II</td>
<td>SWGEN 3053</td>
<td>3 credits</td>
</tr>
<tr>
<td>Evaluation of American Social Welfare History</td>
<td>SWWEL 3030</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Policy Analysis</td>
<td>SWWEL 3037</td>
<td>3 credits</td>
</tr>
<tr>
<td>Advanced Policy Elective</td>
<td>(select from offerings inside or outside of the School)</td>
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</tr>
<tr>
<td>Seminar on Social Work in Higher Education</td>
<td>SWGEN 3066</td>
<td>3 credits</td>
</tr>
<tr>
<td>Capstone Research Seminar 1</td>
<td>SWRES 3022</td>
<td>1 credit</td>
</tr>
<tr>
<td>Capstone Research Seminar 2</td>
<td>SWRES 3023</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td><strong>12 credits minimum</strong></td>
</tr>
<tr>
<td>Select from offerings inside or outside of the School</td>
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</tr>
</tbody>
</table>
**Doctor of Philosophy in Social Work**

**OUTLINE AND TIMING OF DOCTORAL PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Pro Sem [0]</td>
<td>Pro Sem [0]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inferential Stats (SWRES 3029) [3]</td>
<td>Theory II (SWGEN 3053) [3]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory I (SWGEN 3044) [3]</td>
<td>Elective (Adv Policy or other) [3]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 hours GSA</td>
<td>20 hours GSA</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Capstone 1 (SWRES 3022) [1]</td>
<td>Capstone 2 (SWRES 3023) [3]</td>
<td>Comprehensive Exam in May, June, July, and early August</td>
</tr>
<tr>
<td></td>
<td>Elective (Adv Policy or other) [3]</td>
<td>Elective (Adv Policy or other) or Directed Study [3]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective or Directed Study [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 hours GSA</td>
<td>20 hours GSA</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Defend comps Overview</td>
<td>Overview/Dissertation</td>
<td>Overview/Dissertation</td>
</tr>
<tr>
<td></td>
<td>TA/GSA</td>
<td>TA/GSA</td>
<td></td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Dissertation</td>
<td>Complete and defend dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA or TF</td>
<td>TA or TF</td>
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</tr>
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</table>

Planned credit totals: Fall 1 (12), Spring 1 (13), Fall 2 (13), Spring 2 (12)
38 core credits plus 12 elective credits; **50 credits** must be completed for Comprehensive Exam eligibility
Directed Study

Students may arrange to take a directed study as one (or more) of their electives. A directed study is defined as a student-initiated experience, guided by a faculty member, which significantly supplements the social work curriculum and conforms to academic course content expectations appropriate to the student’s degree level.

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.

2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:
   a. Exploration of the existing literature in a specified content area.
   b. Engaging in research that contributes to knowledge and practice applications in a content area.
   c. Development of professional materials.

The major purpose of directed study is to provide students with the opportunity to explore in depth a specific area of social work interest beyond that available in regularly scheduled courses. Directed study can either be devoted to the pursuit of advanced knowledge in a specialized area, or to the mastery of a broad area relevant to social work but not included in course offerings. With the exception of the Directed Study in Research available to MSW students, a directed study cannot be used as a substitute for required or prerequisite courses.

Directed study should:

1. Be an extension of a student's previous academic and/or professional development.
2. Represent a rigorous and challenging intellectual and professional undertaking.
3. Demonstrate integration with the student's overall academic career.
4. Exhibit congruence with the academic and professional thrust of the school.
5. Be geared to creative endeavors.

The faculty contribution is as essential a component to directed study as it is to any course offering. Faculty participation is a voluntary endeavor. Faculty members are expected to meet regularly with the students doing directed study courses with them. Directed study will not serve as a substitute for basic faculty teaching workload. It is imperative, therefore, that faculty members be certain they have sufficient time available before consenting to offer a directed study and that their respective competencies encompass the study area being proposed.

Written plan. All students engaging in directed study should have a written study plan developed in concert with the faculty mentor. At minimum, the written study plan must address the following criteria:

1. Concise statement of educational objectives of the directed study.
2. Clear statement of the issues or problems under analysis and the rationale for selecting them.
3. Selected bibliography or other similar documents to be examined.
4. Statement of the methodology the student will follow in implementing the directed study project.
5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.

6. Statement describing how the Directed Study grade will be computed.

Directed Study Evaluation. The faculty evaluation of directed study should assess the student's understanding of the study area. Minimal criteria should be that:

1. There should be a tangible product resulting from the study.

2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.

3. The work clearly demonstrates the student's mastery and comprehension of the subject.

Procedures

1. Students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.

2. Students should then consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area.

3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), a final one to two page summary of the entire plan must be signed by the faculty member and student. Copies of the signed summary must be submitted to the Student Records Office for inclusion in the student's folder and to the relevant Program Director on or before the Add/Drop period deadline.
Master of Social Work/Doctor of Philosophy in Social Work (MSW/PhD)

Applicants without an MSW, who wish to seek training to become full-time faculty or researchers in the field of Social Work, must apply to the combined MSW/PhD program. Preference is given to those MSW/Ph.D. applicants who have had prior social work-related work experience.

The Council on Social Work Education accredits Social Work MSW and BASW programs, and requires that faculty who teach practice classes hold an MSW and have at least two years of post-masters practice experience.

Students in the first year of this program are full time MSW students and serve as ten hour-per-week GSAs. In their second year, they complete the MSW program along with first year PhD coursework. In their third year they are full time doctoral students and complete PhD coursework. Following completion of coursework, they take the comprehensive exam and complete the dissertation.

12 credits of the MSW degree are met with PhD courses.

The MSW requirement for second level research is met with SWRES 3020 Research Methods 1
The MSW requirement for second Social Welfare is met with SWWEL 3030 Social Welfare History.

The two “free” electives (comprising six credits) that complete the 42 credits for the MSW degree can be met with any courses taken for the PhD (comprises six credits).

Expected Timeline of Progress towards Degrees

All requirements for the MSW/Ph.D. degree must be completed within ten years. Typical timelines are as follows:

1. Coursework is completed in the first three years for MSW/PhD students
2. MSW/PhD students may complete one or two PhD electives during the summer of the second year (while taking the comprehensive exam). The Comprehensive Examination should be taken in the third summer of matriculation, and not later than one year after the completion of the course work.
3. Students are expected to successfully defend the Dissertation Overview, in order to be admitted to candidacy, within one year of passing the Comprehensive Examination.
4. After a student has passed the Overview Defense, they are expected to successfully defend the Dissertation within two years.

Advising in the MSW/PhD Program

MSW/PhD students are advised by the Program Director in consultation with the MSW Program Director or the Program Director’s delegate regarding the MSW requirements. It is important that MSW/PhD students continue to meet MSW requirements during the summer after their first year.

Doctoral students admitted to candidacy are advised by their faculty research advisor/dissertation chair.
MSW/PhD COURSE WORK (example: Direct Practice)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Crse #</th>
<th>Requirement Area</th>
<th>Term registered</th>
<th>Term completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWGEN 2034</td>
<td>Foundations SW Practice Dvrs Pops</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWBEH 2063</td>
<td>Human Behavior and Social Environment</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWWEL 2081</td>
<td>Social Welfare</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWGEN 2098</td>
<td>Foundations of Generalist SW Practice</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWRES 2021</td>
<td>Foundations of SW Research</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>CONCENTRATION REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWINT 2082</td>
<td>Models of Intervention (1st required)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWINT</td>
<td>Adv. Direct Practice (2nd required) *</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWINT</td>
<td>Direct Practice Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWINT</td>
<td>Direct Practice Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Must be Social Systems, Psychodynamic, or Cognitive Behavioral</td>
<td></td>
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</tr>
</tbody>
</table>

| **2ND LEVEL REQUIRED COURSES** | | | | |
| SWBEH | 2nd level Behavior ** | | 3 |  |
| SWRES 3020 | Research Methods 1 (PhD) | | 3 |  |
| SWWEL 3030 | Social Welfare History (PhD) | | 3 |  |

| **GENERAL (“FREE”) ELECTIVES** | | | | |
| These MSW requirements can be met with any 6 credits of PhD coursework |
| | | | 3 |  |

Electives may be taken from any graduate offerings at the University of Pittsburgh. Electives must be at least two credits to count towards the requirement.

**TOTAL CLASSROOM REQUIREMENTS:** 30 MSW and 12 PhD classroom credits.

**FIELD WORK (no summer field)**

| First Placement (6 credits) | | | | |
| SWGEN 2099 | Field Work (Foundation) | | 3 |  |
| SWGEN 2099 | Field Work (Foundation) | | 3 |  |

| Second Placement (12 credits) | | | | |
| SWINT 2099 | Field Work (Concentration) | | 6 |  |
| SWINT 2099 | Field Work (Concentration) | | 6 |  |

**TOTAL FIELD REQUIREMENTS:** 18 field work credits. Minimum to register is 3 credits. 3c ~ 12 hours, 4c ~ 15 hours, 5c~ 19 hours – 1080 (?) total hours (60 hrs/credit – 3.75 hrs/credit/week)

**TOTAL REQUIREMENTS:** 30 MSW classroom, 12 PhD classroom, and 18 field work.
# OUTLINE AND TIMING OF MSW/PHD REQUIREMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>SWGEN 2034 Diverse Populations (3 crs) SWBEH 2063 HBSE (3 crs) SWWEL 2081 Soc Welf (3 crs) SWGEN 2098 Generalist Fdtn SW Practice (3 crs)</td>
<td>SWRES 2021 Fndtn SW Res (3 crs) First required skills class: <strong>SWINT 2082</strong> Models of Intervention (DP) (3 crs) OR <strong>SWCOSA 2084</strong> SocAdmin (COSA) (3 crs) 2nd-level HBSE (SWBEH) (3 crs)</td>
<td>MSW Concentration elective (SWINT or SWCOSA) (3 crs)</td>
</tr>
<tr>
<td></td>
<td>SWGEN 2099 Fdt Field and Seminar (3 crs.) PhD Pro Sem (0 crs) GSA (10 hours)</td>
<td>SWGEN 2099 Fdt Field (3 crs) PhD Pro Sem (0 crs) GSA (10 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>SWCOSA 2088 ComOrg (COSA) or Advanced Direct Practice (SWINT) (3 crs) MSW Concentration Field (**)</td>
<td>MSW Concentration Field (SWINT or COSA) (**) SWRES 3021 Multivariate Stats (4 crs) SWGEN 3053 Theory II (3 crs)</td>
<td>MSW Concentration Field Work (SWINT or COSA) (**)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWRES 3020 ResMeth (3 crs) SWRES 3029 Inferential Statistics (3 crs) SWGEN 3044 Theory I (3 crs) SWWEL 3030 Eval of Amer SW History (3 crs) GSA (20 hours)</td>
<td>PhD elective (PhD elective if needed)</td>
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<td></td>
<td></td>
<td>GSA (20 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>SWRES 3022 Capstone I (1 cr) SWGEN 3066 Seminar in SW Education (3 crs) Ph.D. Policy Elective (3 crs) Res or Stats Elective (outside of SW) PhD elective GSA (20 hours)</td>
<td>SWRES 3023 Capstone II (3 crs.) SWWEL 3037 Soc.Policy Analysis (3 crs) Res or Stats elective (outside of SW) (3 crs) PhD elective</td>
<td>(Ph.D. Elective if PhD credits are not completed) Comprehensive Examination (in May, June, July, and early August)</td>
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<tr>
<td><strong>Year 4</strong></td>
<td>Defend comps Overview TA/GSA (20 hours)</td>
<td>Overview/Dissertation TA/GSA (20 hours)</td>
<td>Overview/Dissertation</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>Dissertation TA/TF</td>
<td>Dissertation TA/TF</td>
<td></td>
</tr>
</tbody>
</table>

The MSW Program accepts 12 credits from the Ph.D. Program to equal 60 credits (2nd level research, and 2nd level policy, 6 credits of general electives)

** Concentration field credits must equal 12 over four semesters. Individual plans will vary.
**Master of Public Health/Doctor of Philosophy in Social Work (MPH/PhD)**

We work closely with the School of Public Health to assist students who earn the MPH along with the Social Work PhD degree.

Social Work doctoral students who already hold a Master of Social Work degree may enter this program to obtain the MPH degree. Students in this program must meet the requirements for the MPH degree.

The MPH degree is administered separately by the School of Public Health, and the requirements for the MPH degree are not funded by the Social Work Doctoral Program.

Coursework for the MPH is usually completed during the first three years of study.

**Advising in the MPH/PhD program**

MPH/PhD students are advised for MPH coursework requirements by Valire Carr Copeland in Social Work and Steve Albert in Public Health, and must meet with their advisor in each program each semester while pursuing the MPH in order to plan their program. Following completion of the MPH program and after identification of a dissertation chair, students are advised by their dissertation chair.
## OUTLINE AND TIMING OF JOINT DEGREE PH.D./MPH

Timing of courses may vary based on course scheduling.

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td></td>
<td>Doctoral Seminar (0)</td>
<td>Doctoral Seminar (0)</td>
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<tr>
<td></td>
<td>Elective [3]</td>
<td>Total 15 credits</td>
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<tr>
<td></td>
<td>Total 15 credits</td>
<td>20 hours GSA</td>
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<tr>
<td></td>
<td>20 hours GSA</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Biostat (Bios 2011) or Intro. to Stat. Meth. (Biost 2041) [3]</td>
<td>Biostat (Bios 2011) or Intro. to Stat. Meth. (Biost 2041) [3]</td>
<td>0 credit seminar in May or June for proposal preparation; Comprehensive Exam in May, June, July, and early August</td>
</tr>
<tr>
<td></td>
<td>Res. Meths Elective or Advanced data analysis Elective (from outside of SW) [3]</td>
<td>Teaching Seminar (3066) [3]</td>
<td>Total credits 5 GSA</td>
</tr>
<tr>
<td></td>
<td>BCHS Practicum [2]</td>
<td>Comm Hlth Asses (BCHS 2563) [3]</td>
<td></td>
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<tr>
<td></td>
<td>Total 13 credits</td>
<td>Total 15 credits</td>
<td></td>
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<tr>
<td></td>
<td>20 hours GSA</td>
<td>20 hours GSA</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total 5 credits</td>
<td>Total 5 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA (20 hours)</td>
<td>TA (20 hours)</td>
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<tr>
<td><strong>Year 4</strong></td>
<td>Dissertation Research</td>
<td>Complete and defend Dissertation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>TA (20 hours)</td>
<td></td>
</tr>
</tbody>
</table>

50 credits are required over first two years; 38 are “core” and 12 are elective.

32 of the 38 core credits are courses taken in the School of Social Work; six (6) are taken outside of SW.
# MPH/PhD Joint Degree Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Credits</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Core Courses (18 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOST 2011 - Principles of Statistics OR</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOST 2041 - Intro to Statistical Methods</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EOH 2013 - Environmental Health &amp; Disease</td>
<td>Fall, Summer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EPID 2110 - Principles of Epidemiology</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HPM 2001 - Health Policy &amp; Mgmt. in Public Health</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PUBHHLT 2033 - Foundations in Public Health</td>
<td>Fall, Summer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PUBHHLT 2015 - Public Health Biology</td>
<td>Fall, Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PUBHHLT 2034 - Public Health Communications</td>
<td>Fall, Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PUBHHLT 2035 - Applications in Public Health*</td>
<td>Fall, Spring</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Departmental (BCHS) Core Courses (12 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCHS 2520 - Theories</td>
<td>Fall, Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 2992 - Systems Theories and Approaches</td>
<td>Fall, Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 2990 - Social Dynamics</td>
<td>Fall, Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 2525 - Applied Research Methods</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2554 - Intro to Community Health</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2521 - Essay/Thesis</td>
<td>Fall, Spring, Summer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Required Electives (Pick a minimum of 6 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCHS 2504 - Health Communication</td>
<td>Fall, Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2515 - Worksite Health Promotion</td>
<td>TBD</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BCHS 2523 - Program Plan &amp; Proposal Writing</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2521 - Overview of Health Equity</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2526 - Hlth Equity Research: Methods/Interventions</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2558 - Health Program Evaluation</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2572 - Risk Communication</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 2608 - Intro to CBPR</td>
<td>Spring</td>
<td>1</td>
<td></td>
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<tr>
<td>BCHS 2609 - Translating Research for Policy and Practice</td>
<td>Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 2610 - Concept Mapping</td>
<td>Spring</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 2612 - Project Management</td>
<td>Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BCHS 2991 - Multilevel Analysis</td>
<td>Fall</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BCHS 3002 - Survey Methods</td>
<td>Spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 3003 - Advanced Evaluation Techniques</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCHS 3015 - Comm. Mapping &amp; Intro to Spatial Analysis</td>
<td>Fall</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PIA 2730 - Community Development &amp; Focus Groups OR</td>
<td>Spring</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>NURS 3055 - Community Development &amp; Focus Groups</td>
<td>Summer</td>
<td>1.5</td>
<td></td>
</tr>
</tbody>
</table>

The joint MPH/PhD program requires its students to reach a total of 87 credits. These include 36 credits from the school of Public Health, and 50 from the school of Social Work. Students are only able to graduate from the program once all requirements are met and the total number of credits reaches 87. Students must meet all requirements for both programs and graduate from both schools in the same semester.

*The prerequisites for PUBHHLT 2035 are; EPIDEM 2110, BIOST 2011 or 2041, PUBHHLT 2015, EOH 2013, HPM 2001, PUBHHLT 2033, and PUBHHLT 2034. Students are able to register for PUBHHLT 2035 and take one of the prerequisites concurrently with it, but all other classes must have been completed before registering for PUBHHLT 2035.*

Revised: July 2019
The Comprehensive Examination

Overview of the Comprehensive Examination

The purpose of the Comprehensive Examination is to assess whether the doctoral student has acquired the knowledge and skills necessary to proceed with the completion of a doctoral dissertation. The comprehensive examination consists of:

(a) the preparation of a qualifying paper that provides a conceptual analysis of the dissertation area; and
(b) an oral examination by a three-member committee

Together, the paper and exam:

- Assess the student’s knowledge in a manner that is comprehensive and searching
- Demonstrate that the student has acquired a sufficiently broad understanding of the field,
- Demonstrate proficiency in each core area of the curriculum,
- Discover any weaknesses in the student’s knowledge that need to be remedied by additional courses or instruction,
- Determine the student’s fitness to continue work toward the dissertation and their preparedness to add knowledge to the field through an in-depth study of a topic relevant to the practice of social work

Students in the PhD program are eligible to take the comprehensive examination after they have completed all required coursework in the doctoral curriculum. Students in the MSW/PhD program may take the final PhD elective concurrently with the comprehensive exam.

Students are expected to take the comprehensive exam in their first summer of eligibility. Students may delay the examination for one year, contingent on the approval by the Doctoral Program Director of a written request submitted by the student that outlines the rationale for the requested delay.

The period of the examination is the summer and fall. The qualifying paper is written during the summer term, with start and end dates specified each year, and the oral examination occurs in the fall.

Comprehensive Exam Committee and Process

A committee consisting of three members of the Social Work faculty is required for the examination. Students are permitted to choose the primary mentor (Reader 1) for the committee. Readers 2 and 3 are chosen by the Doctoral Program Director in consultation with the Program Committee and the Dean as needed.

Students are encouraged to consult with their mentors and other faculty prior to commencement of the examination period in which they prepare the qualifying paper. Once the Doctoral Program Director has distributed the exam to the students, students may consult with their committee for ten days. At that point, the examination begins, and the student must complete all work independently.

When the student completes the written portion of the exam, it is graded by the three Readers as “Pass” or “Fail”.
The primary mentor/reader is responsible for collating the committee’s evaluations of the paper and communicating the results of the evaluation to the student. If the paper receives two or three failing grades from the committee, the student may revise the paper. The revised paper must be submitted two weeks after the return of the first evaluation. If the student receives two or three failing grades after the second review the student will be required to withdraw from the program.

Students who receive passing grades on the qualifying paper will go on to the oral examination. The oral examination will address the content of the paper and any other aspect of the doctoral curriculum deemed by the committee to be helpful in judging the student’s competence to complete the dissertation. The oral examination will be scheduled for 90 minutes.

Dates are held for oral exams in the third week of the fall term. These are scheduled by the Program Director as a courtesy to the committees and to ensure that the meetings occur in a timely way. Committees may reschedule as is convenient or needed for their members and the student, for example, if the paper must be revised, or if there are significant scheduling conflicts.

The student must pass both the qualifying paper and oral examination to be permitted to initiate the dissertation proposal. Students who fail the oral examination will be evaluated by the three-member committee and the Doctoral Program Director in consultation with the Dean as necessary. Outcomes will be determined on a case-by-case basis.

Students who do not complete all degree requirements within five years of completing the comprehensive exam may be re-examined, at the discretion of the Doctoral Program Director, in consultation with the Doctoral Program Committee and the Dean.

The Doctoral Dissertation

Guidelines for the Dissertation Overview and Dissertation

Students must successfully complete the comprehensive examination to proceed to the dissertation. Students should begin registering for full-time (0-credit) dissertation study in the term following submission of the comprehensive examination.

The doctoral dissertation represents a creative effort to build knowledge and theory in the field of social welfare. Characteristics that a dissertation should demonstrate include:

- the establishment of an historical context for the presentation of an innovative and creative approach to the problem analysis and solution;
- a clear understanding of the problem area as revealed by analysis and synthesis of a broad literature base;
- a well-defined research design;
- clarity in composition and careful documentation;
- results of sufficient merit to be published in refereed journals or to form the basis of a book or monograph;
- sufficient detail so that other scholars can build on it in subsequent work.
The Dissertation Committee

The eligible student starts the dissertation process by obtaining the consent of a full-time social work graduate faculty member to serve as the major adviser for the dissertation work.

The student and the major adviser identify a committee of four or more people, including one from another department at the University of Pittsburgh or from an appropriate graduate program at another institution, to serve as the doctoral committee. The majority of the committee, and the major adviser, must be full or adjunct members of the Graduate Faculty in the School of Social Work. The student and/or the adviser approach potential committee members and secure their agreement to participate. Students are encouraged to develop a brief dissertation plan (2-5 pages) for review by faculty members invited to serve on the committee.

After the committee is identified, the major adviser submits a memorandum of recommendation to the doctoral program director. This memo indicates the student, dissertation title, and suggested committee membership (with affiliation). The program director seeks adjustments if necessary, and approves the committee. After approving the committee, the program director submits the adviser’s memo to the dean. The dean seeks adjustments to the committee if necessary, and appoints the committee. The dean appoints the committee in a memo or letter sent to the major adviser and copied to the program director.

The Dissertation Overview

The dissertation overview document is a research proposal and must comprise the Introduction and Methods sections of the eventual dissertation. The Methods section must include a data analysis plan. The problem to be examined must have a clear, literature-based justification, and the overview document must demonstrate the student’s comprehensive understanding of the relevant literature. The student and the major research adviser may decide, in consultation with the committee, whether literature review chapters must be completed, (as is customary), or if they may be drafted, rather than completed, in order to facilitate timely committee approval for data collection. The committee may be especially favorable towards considering draft literature reviews if the student must have achieved candidacy or must have an approved overview in order to apply for fellowships or other awards, or if there are constraints on data collection indicating that data collection must begin quickly to be feasible.

The proposed study must be an empirical research investigation involving data collection or the use of an approved secondary data set. The format and style of the document should be consistent with APA format amended when necessary to conform to the University of Pittsburgh style guidelines and standards for electronic submission of the final dissertation manuscript. The student should consult with the doctoral program support staff person to become informed about presentation guidelines for the overview and dissertation and the requirement for electronic submission and its formatting guidelines and constraints.

The overview cannot be defended in the same term as the dissertation.

The overview draft document must be acceptable to the chair of the committee before it is distributed to the committee. The committee chair may recommend that parts of the preliminary overview or dissertation drafts be reviewed by committee members for review, feedback, and recommendation prior to the committee receiving a final draft version for defense. Once the chair approves the manuscript it may be distributed to the committee members who should receive the manuscript at least two weeks prior to the date set for the oral defense. The overview draft should be prepared
according to APA and university guidelines. It is recommended but not required that the document follow University guidelines for electronic submission.

When the overview is judged ready by the major adviser, an oral defense is held with the committee before the candidate proceeds to the final stage of data collection, analysis, and interpretation.

The overview defense must result in an “Approved” evaluation for the student to proceed with the dissertation plan. Typically, approval is granted contingent on revisions to the conceptualization, design, and measures agreed to by the candidate and the committee chair. The committee chair is responsible for reviewing and summarizing the required revisions and for assuring their incorporation and implementation. The student should expect substantial feedback and recommendations regarding all parts of the manuscript. Data collection may commence only after the committee has approved the dissertation overview. In some cases, the committee or a committee member may wish to withhold an approval signature until a revised section or measure has been submitted for review. In granting its approval, the committee endorses the study conceptualization, design, and methodology as satisfactory and the study plan as sound and worthy of implementation.

If the committee does not approve the overview manuscript and plan due to major shortcomings, the student may be advised to start over with a new topic and committee or to undertake extensive changes and improvements to salvage the initial general plan and make it dissertation worthy. In either case, another dissertation overview defense would need to be scheduled. Failure to pass an overview defense by the end of the Spring Term of the third year (for primary program students) will result in an academic review of the student’s status in the program.

The student formally achieves candidacy (i.e., becomes a candidate for the doctorate) with the approval of the dissertation overview.

The Dissertation Manuscript

The student works closely with their dissertation chair through data collection, data analysis, and preparation of preliminary drafts of the dissertation manuscript. With the counsel of the chair, the student may request special assistance from committee members, possibly including reviewing sections of preliminary manuscripts.

With the approval and assistance of the chair, the student will schedule a date for a final defense of the dissertation. The review manuscript must be received by the committee members at least three weeks prior to the scheduled defense date. Under special circumstances, a committee member may allow receipt of the manuscript later than the stipulated three-week period. The manuscript must be written to conform to APA and university guidelines. At least one week prior to the scheduled defense date and two after the draft manuscript has been received by each committee member, it is recommended that the student contact each committee member to see if there are any major concerns, to be presented at the defense, with the manuscript. The defended draft manuscript may incorporate all electronic submission formatting guidelines, so that final revisions can be made after approval of the committee and the final manuscript can be submitted to the university.

The dissertation defense may not occur in the same academic term as the dissertation overview defense.
The student should inform the doctoral program support staff person of the scheduled defense date as soon as it is known so that the University Times can be informed of and publish the defense date, time, and location.

**The Dissertation Defense**

University policy states:

> The final oral examination in defense of the doctoral dissertation is conducted by the doctoral committee and need not be confined to materials in and related to the dissertation. Any member of the Graduate Faculty of the University may attend and participate in the examination. The date, place, and time of the examination should be published well in advance in the University Times. Other qualified individuals may be invited by the committee to participate in the examination. Only members of the doctoral committee may be present during the final deliberations and may vote on the passing of the candidate. A report of this examination, signed by all the members of the doctoral committee, must be sent to the dean. If the decision of the committee is not unanimous, the case is referred to the dean for resolution. The chair of the doctoral committee should ensure that the dissertation is in final form before requesting signatures of the members of the committee.

In the School of Social Work, the dissertation chair and the student may set the final format for the meeting; for example, the chair may stipulate that the defense meeting begin with a deliberation including only committee members, at which the student is not present. This deliberation can be used to identify major issues with the dissertation and develop a coordinated plan for questioning the student.

As part of every meeting, the student will make a brief oral report of the dissertation work, of a length determined in advance by the student and the chair (usually around 20 minutes – the dissertation chair may stipulate a shorter or longer presentation). This report is followed by questions and recommendations of the committee members and responses of the candidate. The evaluation of the candidate is based on both the submitted manuscript and the quality of the student’s responses to questions and challenges. At the completion of the interactive process, the student is asked to step out while the committee deliberates, seeking an evaluation of the document and its defense and organizing directives for any necessary revisions.

The committee decides on one of the following summary evaluations:

1. Pass with distinction
2. Pass with minor revisions
3. Pass with major revisions
4. Fail (resulting in termination from the program)

The chair and committee can decide whether the chair only, or committee members, must review required revisions.

Each committee member will sign the dissertation defense form. The form is kept in the student’s folder in the Student Records office. The form shows the decision (from the 1 to 4 alternatives, above), the title of the dissertation, and the dates of the overview and the final defense. The option 3 (pass with major revision) will require that member signatures be obtained based on approval of the revised manuscript.
The student is informed of the committee evaluation and any contingencies when returning to the meeting room following the committee deliberation and decision. The chair will present a summary review of any revisions that the committee requires.

Following a successful defense, the student should consult with the doctoral program support staff person about procedures for final submission of the document to the university. The student should be apprised of submission deadlines to achieve graduation status in the desired term. There is a period of several days after the end of the academic term in which graduation can still be achieved if the dissertation submission is made by the final deadline. The doctoral support staff person will inform the student of this submission deadline. The student may wish to learn of this date earlier in the process and set the dissertation defense accordingly, allowing at least a week to complete final revisions and obtaining the endorsement of the dissertation chair (and committee members, if necessary).

**Summary of Steps to and through the Dissertation Process**

1. Complete all doctoral course credits, core and elective courses (by the end of the second spring term for regular program students.)
2. Take the comprehensive examination (summer after second year), and pass the comprehensive oral examination (fall third year).
3. Secure a dissertation chair and collaborate with them to form the dissertation committee (ideally, in the fall of the third year).
4. Work on the dissertation proposal and achieve endorsement of the committee chair to distribute the manuscript to the committee. Set a date for the dissertation overview defense.
5. With approval of the overview by the committee, doctoral candidacy is formally granted and the dissertation research begins.
6. Following data collection and data analysis, drafts are submitted to the committee chair for review and feedback.
7. Upon approval of the chair, the student and the chair set up the final dissertation defense meeting.
8. The student receives a “Pass” evaluation from the dissertation committee, completes any required revisions, and submits the final draft electronically to the graduate school of the university.
Section 3: Doctoral Student Funding

Specific support may vary and is described in each student’s admission letter.

School of Social Work full time PhD students may receive four years of financial support through various mechanisms, including an academic graduate student appointment, summer research opportunities, pre –doctoral fellowships, and travel and research supplements. Listed below is a description of the various funding mechanisms and related processes and restrictions.

Academic Year Appointments:
Each doctoral student in the School of Social Work receives an academic appointment as a graduate student assistant, graduate student researcher, teaching assistant, or teaching fellow for the first four years of their enrollment as a full-time student. These positions are eight-month academic year appointments that provide a standard stipend, health benefits and full tuition scholarship, and require 20 hours of service per week. The stipend rates are set by the Office of the Provost and can be viewed on the Graduate Student Resources page announcing 2020-2021 Stipend Rates. This Graduate Student Resources area contains many useful links and information for University of Pittsburgh graduate students.

- Students must be enrolled full time to receive GSA, GSR, TA or TF support. 0-Credit Full-time Dissertation Status registration for students beyond the second year is considered full-time status.
- MSW/PHD students in their first year receive a half time academic appointment for 10 hours per week, 50% of the monthly GSA stipend and 50% tuition scholarship. Funding also covers Pitt student insurance if students choose to use it. After the first year, MSW/PhD students begin four years of full-time doctoral support.
- Written notification of each year’s appointment will be made to the appointee and will include the general conditions and pertinent terms of the appointment.
- Students are re-appointed to the program each year and must be in good standing to be re-appointed and receive funding. Typically, students serve as GSAs in their first and second years, TAs in their third year, and TAs or TFs in their fourth year, but variations to meet school or student needs are possible.
- PhD students are not to accept any other paid position or supplemental earnings during the academic year if they have an active GSA, GSR, TA, TF or pre-doctoral fellowship appointment. If a student is offered additional income or work over the summer term, approval must be received by the Program Director and Director of Administration before any services are provided.
- All appointments are conditioned upon compliance with University policies, including but not limited to the Policy Statement for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants.

Health Insurance
Funding for full-time PhD students and MSW/PhD students on academic year appointments includes health insurance for all three semesters (fall, spring, and summer). Insurance for dependents is not included in doctoral student funding but can be purchased from the University. Health insurance provided through the GSA/TA/TF appointments carries through the summer term.
International students must carry medical health insurance while students at the University of Pittsburgh. They must either purchase a University-sponsored plan or provide evidence of private health insurance.

All doctoral students must re-enroll for health insurance each year. Enrollment is not processed through the School of Social Work but directly through the University of Pittsburgh – Benefits Department. Please visit: https://www.hr.pitt.edu/students/graduate-plan

**Summer Funding**
Summer funding for School of Social Work doctoral students is not guaranteed as part of their initial acceptance and financial aid package. However, as the budget permits, the School is committed to providing ongoing support over the summer term for all students, either through an hourly research training appointment or pre-doctoral fellowship.

The School’s funding opportunities for the summer term are as follows:

1) **Students who have successfully completed year 01 and year 02 in the doctoral program will be offered a summer research training appointment with a faculty mentor. This hourly, student-worker position is supported by funded research projects and the School of Social Work’s research development funds. Summer research training appointments provide students with the opportunity to work 20 hours per week for approximately 15 weeks on research and academic projects within the School. Submission of a timecard is required for compensation to be processed.**
   a. First year MSW/PhD students are eligible to receive doctoral summer support from the School for hourly research work (as funding allows).

2) **Students who have completed the comprehensive exam, are in year 03 and 04 the doctoral program, and have reached candidacy may be awarded a summer pre-doctoral fellowship. This fellowship provides financial support to offset the student’s educational costs while working on their dissertation during the summer months. An application for this award must be completed by the student and their academic progress must be monitored by their dissertation chair.**

**Unfunded Students**
In special circumstances, students may be admitted or continue within the program without funding. Such students are expected to pay tuition and fees, including insurance.

**External funding**
Students are encouraged to apply for pre-doctoral research traineeships and other external grant awards. External awards may include full or partial support for tuition and fees, pre-doctoral stipend, and funding to support research and/or dissertation-related expenses. Funding may vary from a limited one-time award to a multi-year grant.

Students are expected to work with the faculty and Program Director when applying for funding. All grant submissions must be approved and processed through the School’s grant office. Students should provide the PhD Program Director and their faculty mentor with the funding announcement, obtain approval to apply, and contact email Laurie Mejia at lam15@pitt.edu to request a planning meeting.
If a PhD candidate receives funding as a pre-doctoral fellow that is less than what they would have received as a GSA/TA/TF (including health insurance), the School will supplement the fellowship to make up the difference. Requests for supplemental funding MUST be requested and approved before the submission of the grant proposal.

Students who apply for, and are awarded, independent fellowships that cover tuition, fees, and stipend can work with the Doctoral Program Director to extend the support provided by the School beyond the usual time frame described in the admission letter. For example, a student who receives a fellowship covering tuition, fees and stipend in their third year may extend the expected four years of support from the School over a five-year period, with prior approval of the Doctoral Program Director.

**Travel and Training Support**

All doctoral students on GSA, GSR, TA and TF Fellowships are awarded $800 per year to support conference travel, travel to trainings, local training relevant to student’s development as a researcher (Year 01-04). Requests must be approved by the Doctoral Program Director and the Director of Administration in advance before purchases are made, and must be in compliance with University of Pittsburgh Policies on travel and miscellaneous reimbursable expenses. Conference requests are self-explanatory. Training requests should include a short description and justification for how the training enhances the student’s development.

Students must submit all receipts related to the travel within 30 days of the conference or event. *Any reimbursements more than 90 days past will not be processed.*

Reimbursements are processed through the University travel platform called CONUR, which is accessed through the Pitt portal (my.pitt.edu). Extensive information regarding the CONCUR system, including training resources, frequently asked questions, system guides, and forms and policies are available at: [Pitt’s Concur website](#).

**Capstone Support**

Doctoral students participating in Capstone are awarded up to $300 for participant payments and other costs directly related to data collection. Expenses not related to data collection can be considered with appropriate justification. For interview projects, students are encouraged to do their own transcription, or use Otter or other automatic transcription support systems. Budgets are approved as part of the planning process in Capstone. To request funding following approval of the plan in class, students submit a funding request form to the the Director of Administration for consideration.

Participant payments can be managed through Vincent, as needed. Students using Vincent submit monthly Vincent payment reports to the Research Grant Administrator monthly. Money not allocated to Vincent but approved for the study is sent to the student’s account, and a check is issued to the student.

**Dissertation Support**

Limited funds available through the School’s endowments provide financial support for dissertation research expenses. Students must have an approved overview plan to utilize these funds, and funds must be approved prior to any purchases. To request funding, students submit a funding request form
to the Doctoral Program Director and the Director of Administration for consideration. No more than $500 will be awarded per person during the dissertation process.

Allocations are processed on a case by case basis determined by Research Grant Administrator.

**Attendance at Lecture Series and Meetings with Speakers**

The School of Social Work expects students on academic appointments to attend lectures sponsored by the School and its associated Centers. Speakers often set aside time to meet with doctoral students, and students are expected to attend these small group discussions.

The lectures and meetings provide an overview of critical social issues facing the social work profession and how social work schools and programs across the country address these issues. Speakers are noteworthy in their respective fields and provide doctoral students with an excellent learning opportunity.
Graduate Student Assistantships (GSA)

Overview

First and second year doctoral students are usually supported as GSAs (Graduate Student Assistants). These appointments involve a twenty hour per week commitment as a research assistant to an SSW faculty member. The student receives individualized instruction and experience in the research process. The normal workweek 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.

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 exact nature of a GSA’s responsibilities is dependent upon the appointee’s faculty assignment. Some examples of typical GSA tasks include:

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

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 the assigned GSA is supervised.

GSA Evaluation

The University of Pittsburgh requires a performance evaluation of each Graduate Student Assistant at least once each semester. 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 Doctoral Program Director to be placed in the student’s academic folder at the end of the term.
Teaching Assistantships (TA) and TA/GSAs

Overview

“Teaching Assistants” are graduate students receiving departmental support in return for completion of specific teaching and teaching-related experiences under the guidance of faculty mentors.

Most teaching assistants will complete TA work in ten hours per week, and also serve as a ten hour-per week GSA. Terms of the GSA are as described above.

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

TA appointments in the School of Social Work are typically for one year (fall and spring terms). Students may be assigned to classes taught by the same, or by different faculty members in the fall and spring terms, based on program, faculty, and student needs and interests.

If an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their TA appointment terminated.

Required Preparation

Students are prepared for teaching in the required Seminar in Social Work Education course. In addition, the University Center for Teaching and Learning offers numerous helpful resources, including a New Teaching Assistant Orientation offered at the start of the first term in which the student will TA. These are not required, but students are encouraged to participate.

All doctoral student TAs hold MSW degrees, and are thus permitted to TA for BASW and MSW classes. Doctoral students with two years of relevant post-masters practice may also TA practice classes. Students with exceptional preparation in research methods and statistics may TA for PhD level statistics courses.

Classroom duties and supervision

TA responsibilities vary by the course assignment. TAs can be involved in administrative tasks for the course as well as course delivery tasks. Examples of typical 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 is based on the TA’s responsibilities.

TA Evaluation

TAs are required to have regular supervisory meetings (minimum three per term) with the Professor (mentor) to whom they are assigned.

Teaching Assistants are evaluated with the School of Social Work TA / TF Evaluation Form at the completion of their assignment. Completed evaluations should be submitted to the Program Director’s office.
Teaching Assistants are responsible for asking their supervising faculty mentor to add 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 discussed with the TA and included in the TA’s written evaluation completed at the end of the term. TAs must be added to the course in PeopleSoft by Ms. Marcia Piel to ensure that they can be included in the OMET evaluation; the supervising faculty member should request that Ms. Piel add the student to the PeopleSoft course record.

Teaching Fellowships (TF)

Overview
A Teaching Fellow is the lead instructor of record for one or more courses in the School of Social Work. TFs are responsible for preparing and delivering the assigned courses. This is an opportunity available to students in their fourth year who are judged to be sufficiently prepared by the BASW program director, the MSW program director, and the Associate Dean for Academic Affairs, in consultation with the doctoral program as needed. Teaching Fellows must have completed coursework, passed the competency exam, and possess an MSW degree.

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 may teach in either the BASW or MSW program. To teach practice courses in either program, Teaching Fellows must possess two years of post-MSW practice experience beyond their graduate social work degree (for definition of “practice experience” see: CSWE EPAS 2015, page 22: CSWE Accreditation Standards.)

Appointment as a Teaching Fellow is based on the appointee’s areas of interest and expertise and successful progress in the requirements of the PhD Program. TFs typically have a prior TA appointment or teaching experience and have demonstrated their ability to manage a generalist-level classroom.

TF appointments in the School of Social Work are by semester.

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

Classroom duties and supervision
Teaching Fellows identify a faculty mentor, usually an instructor with experience delivering similar content. 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.

TF Evaluation
Courses taught by Teaching Fellows must be evaluated by students using the form administered by the Office of Measurement and Evaluation of Teaching. The evaluations are presented to and discussed with the Doctoral Program Director and are included in the TF’s academic folder.
Section 4: Language Proficiency Standards for International Students

We abide by University policies governing language proficiency standards for admissions and language proficiency standards for teaching for international students.

Non-native speakers of English do not require testing if they have completed a degree at an accredited institution in the U.S., or in another country where the official language is English, at an institution where the language of instruction was English.

Students who do not meet any of the above criteria must attain a minimum score on a standardized test to be accepted to the program. Minimums are 80 on the internet-based test (iBT) Test of English as a Foreign Language (TOEFL), and 550 on the paper-based test (PBT) TOEFL.

Students who require testing must meet a higher standard to be eligible to become a Teaching Fellow. Minimum standards for teaching are TOEFL iBT at least 100, TOEFL PBT at least 600 or IELTS Band at least 7.0.

Students who do not meet minimum standards for teaching will be tested at the English Language Institute (ELI), and may be required to complete remedial work stated on the English Test Score and Recommendation Form from the ELI.

International students who do not meet language proficiency standards may TA, and may lead activities such as review sessions, discussion sections, and other small group “laboratory” activities. Such activities are exempt from the Commonwealth’s certification requirements, and activities are congruent with normal TA responsibilities.
Section 5: Ethical Standards

Ethical, Professional, and Academic Standards
The PhD program abides by prevailing principles of academic integrity, research responsibility, and social work ethics. Doctoral students are viewed as professionals and young colleagues who share in the collective responsibility for promoting, exemplifying, and continuing the ethical, professional, and academic standards of the profession, school, university, and academy. Students are expected to adhere to the standards and policies identified below and may be dismissed by the Program Director for violation thereof.

Academic Integrity
The PhD Program follows Pitt’s Academic Integrity Guidelines and the School of Social Work's Academic and Professional Behavior Policy. These apply to all work conducted in the program, including coursework, the comprehensive exam, the dissertation, and affiliated projects.

Student Conduct
We adhere to Pitt’s Student Code of Conduct.

Research Responsibility
All research conducted under university auspices is monitored by Pitt’s Institutional Review Board for adherence to the principles of ethical and responsible research, and conforms to standards set by the Office of Research Integrity, and the Guidelines for the Responsible Conduct of Research. Prior to engaging in research with human subjects, students must complete a free online training in Responsible Conduct of Research hosted by the Collaborative Institutional Training Initiative (CITI), Collaborative Institutional Training Initiative (CITI).

NASW Code of Ethics
In addition to the university standards applicable to all Pitt students, the SSW also adheres to the NASW Code of Ethics. PhD students must abide by these standards in all program domains and capacities.

Review procedures
Students who do not abide by the policies and practices outlined above may be subject to Academic Review and sanctions, including dismissal.

Program Dismissal
The Doctoral Program Director may dismiss from the program any student who does not uphold ethical, professional, or academic standards. This includes but it not limited to: ethical or professional misconduct; failure to meet minimum academic standards; and failure to progress. A student may also be dismissed if they do not maintain continuous registration and do not meet the statute of limitations.
In all cases, students will be notified when in jeopardy of program dismissal. The student will have an opportunity, if reasonable and feasible, to redress the concern or present claims on their own behalf. Students who are dismissed on academic grounds (for example, for substandard performance, failure to progress, failure to maintain continuous registration or exceeding time limits for degree completion) will have a service indicator placed on their record that will prevent them from future registration. A student may contest a dismissal and seek reinstatement by submitting a formal request to the Dean. If a student wishes to apply to the same program or another program at the University, they must submit a formal request for reinstatement.
Section 6: Academic Policies

Grading Policies

For a detailed discussion of the University’s grading system and options, please refer to the University of Pittsburgh’s Grading Policies for Graduate Students.

Grading Standards for the Ph.D. Program

A grade average of at least B (GPA = 3.00) is required in the doctoral program. A student is automatically placed on probation whenever their cumulative GPA falls below 3.00. A student on probation is not eligible to take the comprehensive examination.

Students must receive a B or better grade in all required courses. A student who receives a B- or lower in a required course must repeat the course.

If a student receives a C+ or lower in an elective course the student will consult with their advisor, the doctoral program director, and the doctoral program committee as necessary. The student may be required to take an additional appropriate course and achieve a B or better grade in that course.

Students with two grades of C+ or lower, or whose cumulative GPA is below 3.0, are referred to the doctoral program committee. The committee may choose between these options:

a. A one-term probationary period in which the student must receive all grades of B or above, including make-ups for the one or more Cs on his/her record, and grades must be received within the grading deadlines for that particular semester. If the student fails to fulfill this requirement, the full Academic Review process will be initiated.

b. Immediate recourse to full Academic Review if student performance appears to indicate that termination may be the most advisable course.

Grade Options for Required Courses

All required courses in the graduate curriculum must be taken for a letter grade. For MSW/Ph.D. students this includes all the foundation courses, all concentration-specific required courses, and all courses which make up the package of a certificate program.

Grade Options for 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. Students choosing 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 Service (2001 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.

Course Repeat Option

If a B- or lower in a required course, or a C+ or lower in an elective course, is received by any doctoral student and the authorization to repeat the course is given by the student's academic advisor, the
original grade (B- or lower) for the course repeated remains on the transcript but is identified with an asterisk. Only the last course grade is counted in computing the Grade Point Average.

To repeat a course, a student, in consultation with the academic advisor and with the approval of the Doctoral Program Director and/or Associate Dean of Academic Affairs of the School, must file a Course Repeat card with the Office of Student Services, 2001 CL.

**Grading Options Explained**

Letter grades carry the following quality points:

- 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 with the expectation that work will be completed within six weeks into the next academic term.
- I Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. It is expected that work will be completed within the next calendar year.
- W Withdrawal
- R Resignation - Student resigned from the University

**Option for H/S/U for elective courses:**

- H Honors - Honors (exceptional) completion of course requirements
- S Satisfactory - Satisfactory completion of course requirements
- U Unsatisfactory - Unsatisfactory completion of course requirements

**When a course is audited:**

- N Audit - Non-credit

**If an instructor has not entered a valid grade:**

- Z Invalid Grade - Invalid grade reported
- ** No Grade - No grade reported
"G" Grades
The “G” grade may be assigned by the instructor for coursework that should have been completed within the term in which the course was taken but was not completed by the student due to extenuating circumstances.

In order to request consideration for a “G” grade the student should:

a. inform the instructor in writing, except under emergency conditions;
b. state reasons for needing this consideration and;
c. be prepared to present evidence substantiating the unique conditions necessitating this request.

Note: It is at the discretion of the instructor for the course to accept or reject a student’s request for “G” grade consideration. If a “G” grade is granted, the student will have a total of six weeks into the following term from which the “G” grade was awarded to complete the required coursework. The six-week time limit may be extended by the course instructor for:

a. Personal emergency, or
b. Extended illness beyond the usual six-week period for completing the work.

The time extension may last for up to one year from the time the “G” grade was originally recorded. Thereafter, the “G” grade will permanently remain on the student’s 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 date with a one credit minimum registration requirement in the term of graduation.

"I" Grades
The "I" grade is appropriate in cases where, by design, the course work is not time-bound to one term and as such, a final grade can be given upon completion of the stipulated course work.

If granted an “I” grade the student has one year from the end of the term in which the “I” grade was received to complete the coursework. The “I” grade cannot permanently remain on the student’s transcript and must be changed by the course instructor within the one-year period. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the one-year period, or,
b. Death or extended personal emergency; if the student does not return within the next term following the one-year period; and
c. Doctoral student engaged in dissertation writing.

A student must request an “I” grade extension in writing from his/her instructor stating the reason for the extension request. The extension request letter, instructor’s approval of the extension, and the length of time for which the extension will be valid will be placed in the student’s file.

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 date with a one-credit minimum registration requirement in the term of graduation.
In order to remain in compliance with this policy, a doctoral student taking a full course load (12 credits) will not be permitted to have more than one “G” or “I” grade on their transcript for more than one academic year at any given time. Students who exceed the one course limit will be at risk of losing partial or full funding. This policy does not apply to “G” or “I” grades permanently on a student’s transcript when the student has re-taken and successfully completed that course.

After one year, if the “I” or “G” grade has not been completed, the course must be repeated, unless extenuating changes negate this action.

"W" Grades
A student may withdraw from a registered School of Social Work course if the withdrawal occurs no later that the 9th week of a full term or the 4th week of the Summer Session. You earn no credit or grade for withdrawn classes.

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 Dean.

If a student wishes to withdraw from a course after the deadline date for add-drop but prior to the end of the 9th week of the term (or 4th week of the session), he/she must complete a Monitored Withdrawal Request Form, available from the Office of Student Services (CL 2001).

Completion of the above process will result in the entry of a “W” grade on the student’s transcript. If a student stops attending a course and does not initiate and complete the withdrawal procedures, he/she may be assigned an “F” grade for the course.

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 Office of Student Services, 2001 Cathedral of Learning.

"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 Dean 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.
Registration
Registration procedures can be found at the website of Pitt’s registrar, and are described here for students’ convenience.

Class Schedules
A few weeks before the beginning of registration each term, the schedule of Social Work classes is posted online at the School’s Web page for Class Schedules and Descriptions, and is available from the Student Services Center. The University publishes an online Schedule of Classes three times a year, shortly before each registration period for Fall, Spring, and Summer Terms, which can be accessed through the student portal at www.my.pitt.edu.

Registration Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Begin Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term classes</td>
<td>August 19, 2020</td>
<td></td>
</tr>
<tr>
<td>Fall Term ADD/DROP PERIOD</td>
<td></td>
<td>September 4, 2020</td>
</tr>
<tr>
<td>Fall Term monitored withdrawal</td>
<td></td>
<td>October 20, 2020</td>
</tr>
<tr>
<td>Spring Term Enrollment Period</td>
<td></td>
<td>October 23, 2020 (Veteran students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 26, 2020 (non-Veteran students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December 4, 2020 (for continuing students)</td>
</tr>
<tr>
<td>Spring Term Classes</td>
<td>January 11, 2021</td>
<td></td>
</tr>
<tr>
<td>Spring Term Add/Drop Period</td>
<td></td>
<td>January 22, 2021</td>
</tr>
<tr>
<td>Spring Term monitored withdrawal</td>
<td></td>
<td>March 19, 2021</td>
</tr>
<tr>
<td>Summer Term Enrollment Period</td>
<td></td>
<td>February 12, 2021 (Veteran students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 15, 2021 (non-Veteran students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 10, 2021 (for continuing students)</td>
</tr>
<tr>
<td>Fall Term Enrollment Period</td>
<td></td>
<td>March 19, 2021 (Veteran students)</td>
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<tr>
<td></td>
<td></td>
<td>March 22, 2021 (non-Veteran students)</td>
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<tr>
<td></td>
<td></td>
<td>July 14, 2021 (for continuing students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 23, 2021 (for incoming students) (tentative)</td>
</tr>
</tbody>
</table>

All students should check the School of Social Work website for notices of special dates for registrations.

Registration Procedures
1. Find the time of your “Enrollment Appointment”. You cannot register for classes before your assigned Enrollment Appointment. To find your enrollment appointment, go to www.my.pitt.edu and click the Link to Student Center. Then, click Self Service; then, click Student Center. Your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.
2. Meet with your advisor before your Enrollment Appointment. Schedule an appointment with your advisor prior to your Enrollment Appointment. You and your advisor will develop a course schedule to meet your needs and to satisfy the curriculum requirements. After the appointment, the advisor releases the “Academic Advisement Service Indicator”. Please note: You cannot enroll for classes until the academic advisement service indicator is removed. All students who are advanced to candidacy and working on their dissertation MUST register for Full Time Dissertation Study credits.
3. Select classes for your “shopping cart”. You may select classes and add them to your “shopping cart”. This does not hold a seat for you in the class, but it will prepare you to register immediately after your “enrollment appointment” begins.
   a. Log in to your Student Center through the my.pitt.edu Web portal.
b. Once you have navigated to your “Student Center”, click the “Add a Class” link. Select the term for which you wish to enroll and then click the “Continue” button. The “Select Classes to Add” page displays after you have chosen the term. Add all classes to your enrollment shopping cart by entering the 5-digit class number in the “enter Class Nbr” box and clicking on the “enter” box after each entry. Click the “Next” button to enter additional class numbers.

4. Complete the online self-registration at the time of your Enrollment Appointment (or after). To complete the online self-registration:
   a. Log in to your Student Center through the my.pitt.edu Web portal.
   b. Finalize course selections as needed. After entering all class numbers, click the “Proceed to Step 2 of 3” button to confirm all the classes in your cart. The Promissory Note displays above the shopping cart. After you have finished reading the agreement to pay, scroll down to the shopping cart. After you have finished reading the agreement to pay, scroll down to click on the “Accept Terms & Register” button. A green checkmark in the status column means that you have successfully enrolled. A red X shows there was an error during the enrollment process.

**Full-Time (0 Credit) Dissertation Study Registration**

Students enroll in 0-credit Full-Time Dissertation Study (FTDL) option after completing all coursework for the doctoral program.

**Add/Drop Procedures:**

To **ADD** classes, Log in to your Student Center through the my.pitt.edu Web portal. In the Student Center, click the “Add a Class” link. Select the term for which you wish to enroll and then click the “Continue” button. Follow the same steps you took to register initially for the term to add classes to your schedule.

To **DROP** classes, Log in to your Student Center through the my.pitt.edu Web portal. In the Student Center, click the “Drop a Class” link. Select the correct term and click the “Continue” button. Click the box next to the class or classes you would like to drop; then click the “Drop Selected Classes” button. Review the information on the “Confirm your Selection” screen. Click the “Finish Dropping” button to drop the classes you have selected. On the “View Results” screen, a green checkmark will display next to the classes you successfully dropped.

**Cross Registration - Graduate Program Procedures**

Students in the School of Social Work are permitted to take courses in other departments of the University of Pittsburgh, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and in other universities. Procedures followed should be: (1) discussion with advisor about relevance of course to desired goal and (2) obtaining permission from the course instructor. There is a cooperative program in operation between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carnegie-Mellon, Pittsburgh Theological Seminary, Duquesne). Students who wish to take courses in other universities should, after discussion with their advisors, follow Pitt’s instructions for cross registration.

**Resignation**

Students may drop all classes through the last day of the add/drop period. If you do so, all of your course-related charges and fees will be cancelled. You can also drop all of your courses by contacting the Student Appeals Office.

If you should decide to leave the University after the add/drop period has ended, you must resign...
through Student Appeals, and your charges may be prorated. You may resign in person, by telephone at 412-624-7585, or by mail with the Student Appeals Office. More information can be found on the Resignation Info page.

**Financial Penalties and Holds**

Fees are assessed for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available on Pitt’s Registrar’s website.

If a student does not pay in full or make payment arrangements through Student Loans and Special Accounts by the due date on the invoice, Student Accounts may place a financial hold on the student’s account. Financial holds may deny student access to certain University services, such as registration, add/drop and receipt of grades, transcripts and diplomas.

**Invoices**

Students are advised to retain all receipted academic invoices until all courses are recorded on official University transcripts. The receipted invoice is the only proof that they student has registered and paid all fees.

**Transcript Review**

Students are responsible for reviewing all University of Pittsburgh transcripts and/or grade reports each term to ensure accurate recordings of grades, credit hours earned, advanced standing, etc. All errors in the transcript should be reported immediately to one’s advisor and to the Student Services Center, Room 2101 CL.

**Transcripts**

Students may request transcripts from the Office of the Registrar's Transcript page.

**Application for Graduation**

Students MUST APPLY for graduation during the term preceding the term in which they expect to be graduated, preferably at the time of registration for their final term, but no later than the deadline posted in the academic calendar.

Students must have been registered for at least one term in the 12-month period before graduation, and in the term in which they will graduate. They can be registered for either Full Time Dissertation Study (0 credits), or for at least one credit in the previous twelve months, and in the semester of graduation. Ultimately, it is the responsibility of the student to ensure that they have satisfied all requirements for graduation.

Application forms for graduation are available from the Student Services Center (Room 2101 C.L.) and must be returned to that office.

Failure to apply for graduation before the deadline date will either result in the assessment of a late fee, and could interfere with graduating on schedule.

Only doctoral students who have successfully completed the defense of their dissertation are permitted to “walk” and be hooded during commencement and the School’s Afternoon of Recognition ceremonies and be listed as doctoral graduates in the respective programs.
All graduates should receive a final transcript which shows conferral of the degree. If you do not receive this transcript within two months after graduation, please contact the Records Section of the University in Room G3, Thackeray Hall.

**Student Status**

**Continuing Student**
A continuing student is one who has been accepted into a school of the University's Oakland Campus and has registered for classes at the Oakland Campus during any term or session within the past calendar year.

**Inactive Status**
A student who is not enrolled during a twelve-month period is transferred to inactive status and must apply for readmission and be approved by the Dean of his/her school before he/she may register again.

Doctoral students who have completed their required course work and are working on their dissertation research on the Oakland Campus, or elsewhere, must be registered for a minimum of 1 credit (or for Full Time Dissertation Study) in each 12-month period whether they use University facilities/faculty time, or not. Students who do not register within the 12-month period will be placed on inactive status and must be readmitted or reinstated in order to continue in their programs. The student’s request for readmission must be submitted to the program director for approval. Those students in inactive status for 2 years or more may be required to retake the qualifying or comprehensive exams for readmission.

All students must be registered in the term in which they are to be graduated. Deans may grant exceptions in certain cases. However, written notification must be submitted to the Registrar before the first day of the term in which the student is to be graduated.

**Policy on Re-Admissions**

Students who have not been registered in the School for one calendar year or longer for any reason are required to apply through the Admissions Office for re-admission. Re-admitted students enter the School under the curriculum requirements current at the time of their re-admission.
Section 7: Additional Important Policies

Governing Codes: NASW Code of Ethics of Pitt’s Code of Student Conduct

We abide by the National Association of Social Workers Code of Ethics, and the University of Pittsburgh Student Code of Conduct.

Nondiscrimination Policy

The University of Pittsburgh does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

For more information, contact the Office of Diversity and Inclusion at 412-648-7860 or the Office of Human Resources at 412-624-4645 or refer to the Nondiscrimination Policy (07-01-03) and the Sexual Misconduct Policy (06-05-01). Information can also be found on the Policies, Procedures, and Practices page.

Anti-Harassment Policy

No University employee, University student, or individual on University property may harass or abuse a person (physically, verbally or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person’s work or equal access to education, or (2) creating an intimidating, hostile, or offensive work or academic environment.

Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited. This policy statement will be applied with due respect for the University’s commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.

For more information, contact the Office of Diversity and Inclusion at 412-648-7860 or the Office of Human Resources at 412-624-4645 or refer to the Nondiscrimination Policy (07-01-03) and the Sexual Misconduct Policy (06-05-01).

Consensual Relationships Policy

We are governed by the University’s Consensual Relationships Policy. That policy reads, in part:

Consensual relationships between faculty/staff and students that commence after the student has enrolled at the University are strongly discouraged and in certain situations, as discussed in the policy, not permitted. Similarly, consensual relationships between faculty/staff members who work closely together are usually ill-advised and in certain situations, as discussed in the policy, not permitted.

Faculty and staff members are not permitted to engage in or solicit Consensual Relationships with students over whom they have Direct Supervision or with whom there is a reasonable likelihood of Direct Supervision. In the event such a situation is imminent or develops, the faculty or staff member must disclose the existence of the Consensual Relationship immediately to his/her supervisor, department chair, dean, or, where appropriate, higher administrative authority. The supervisor will
then ensure that the faculty or staff member’s Direct Supervision of the student is terminated as soon as practicable or avoided.

**Title IX at Pitt and in the School of Social Work**

Title IX protects all members of the University community: students, staff and faculty from sexual or gender-based misconduct, including discrimination, harassment, and assault. Pitt has extensive resources to assist students concerned about these matters, which can be found on the Title IX webpage.

The Title IX Officer and point of contact in the School of Social Work is Ms. Megan Soltesz, Director of Administration. Ms. Soltesz may be reached at 412-383-0515, mms34@pitt.edu, and/or in Room 2117 in the Cathedral of Learning.

**Parental Leave**

The University has adopted guidelines for parental leave for graduate students that allow a six-week parental accommodation period to provide flexibility in scheduling, deadlines and workload for all graduate students, and additional paid leave for birth mothers who hold academic appointments.

**Family Educational Rights and Privacy Act (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act. Further information may be found at the Registrar's FERPA notification as well as the Student Affairs website FERPA notification.

**School of Social Work Policy on Authorship of Articles**

The School of Social Work sets forth guidelines for authorship; we are also guided by University of Pittsburgh standards in the Guidelines for the Responsible Conduct of Research (chapter 4).

Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. This concept of authorship is discussed in the “Ethical Principles of Psychologists and Code of Conduct” (APA, 2001). To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition.

Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a
computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project’s completion, how the work will be divided, which tasks or combinations of tasks merit authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process.

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student’s thesis or dissertation (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person’s consent before including that person’s name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the Author Note.

References:


No-Smoking Policy

Smoking of any kind is not permitted on the premises of the School of Social Work.
Section 8: Student Life

Student Service on School of Social Work Committees

Standing School Committees
Doctoral student participation on academic committees is encouraged. The Doctoral Student Organization selects students to attend the Doctoral Program Committee and Faculty/Staff meetings.

Matters which involve performance of individual students or decisions on applicants to the Program exclude student participation since this would necessitate sitting in judgment on current or prospective peers. In all other respects, faculty meetings are fully open to student representatives.

Participation of Students in Faculty Candidate Reviews
Occasionally, the School has faculty vacancies and interviews candidates for possible employment. Students are encouraged to participate in the review of faculty candidates. Time is allotted for each faculty candidate to meet with interested students.

Student Organizations

Doctoral Student Organization

The purpose of the Doctoral Student Organization (DSO) is to support and enhance the academic achievement of social work doctoral students throughout their tenure at the University of Pittsburgh by providing a forum for collegial support, free exchange of ideas, discussion of critical issues related to the social work doctoral program, and initiation of appropriate action as needed. The DSO will serve the collective interests of the doctoral students in the social work program by representing their interests to the faculty, administration, and staff of the University, providing a vehicle for and promoting cooperation with other university and community organizations, and providing various services to the social work doctoral students in order to support academic and professional development and success.

The Union of Black Social Work Students

The Union of Black Social Work Students promotes academic achievement, professional development and scholarship of emerging Black scholars.

Graduate and Professional Student Government (GSPG)

The Graduate and Professional Student Government, or GPSG, is the student government for all graduate and professional students at Pitt. The organization works to ensure that student needs and concerns are represented to the university administration and city and state governments. It hosts various social, civic, and cultural events throughout the year, and also provides various services such as travel grants and supplemental funding.
**Professional Organizations**

**National Association of Social Workers (NASW)**

The National Association of Social Work is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies. A subscription to its official journal, Social Work is included with membership.

NASW members are also members of the NASW Pennsylvania Chapter.

**National Association of Black Social Workers (NABSW)**

The National Association of Black Social Workers is a nationwide professional organization of Black social workers and students whose mission is to enhance the quality of life and empower people of African ancestry through advocacy, human service delivery, and research.

**Society for Social Work and Research (SSWR)**

The Society of Social Work and Research (SSWR) is dedicated to the advancement of social work research. SSWR works collaboratively with a number of other organizations that are committed to improving support for research among social workers. Members include faculty in schools of social work and other professional schools, research staff in public and private agencies, and masters/doctoral students. The Society for Social Work and Research advances, disseminates, and translates research that addresses issues of social work practice and policy and promotes a diverse, just, and equitable society.

SSWR hosts a yearly research conference of interest to many doctoral students.

Membership includes an electronic subscription to the Journal of the Society of Social Work and Research.

**School of Social Work Alumni Society**

The Alumni Society of the University of Pittsburgh School of Social Work serves as a bridge between the University of Pittsburgh School of Social Work and the community of Social Work by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school. The University of Pittsburgh School of Social Work graduates hundreds of outstanding students every year. Our alumni change the world, mentor the next generation of leaders, and embody what it means to be a social work professional.

**Libraries**

**The Buhl Social Work Collection** is located on the first floor of Hillman Library. The Buhl Library is staffed by a part-time Social work Librarian, Mr. Arif Jamal, whose office is located in Buhl Library. You may call 412-648-7759 if you have information needs.

**Library study carrels** are available for graduate students and may be reserved each term at the ground floor lending desk.

Materials unavailable in Hillman or other university libraries may be available through Interlibrary Loan Services.
Reciprocal access: Social Work students have access to library facilities at Carnegie-Mellon University, Duquesne University, Carlow College, and other institutions which are members of the Pittsburgh Regional Library Center. Graduate students may borrow materials at these facilities with current ID cards and validations.

Library orientations, training on database searches as well as specialized training sessions for social work students are also offered.

**Student Affairs**

**Student Lounge and Communication Center**

There is a doctoral student lounge on the 23rd floor (2310). Computers and a printer are available for use.

**Lactation Rooms**

The University values and encourages nursing mothers in the employment and education environment. This link provides a list of lactation rooms on the Oakland campus. Nursing mothers should contact the person who coordinates the use of the room that best meets their needs to notify him/her of their intention to access the room.

**Restroom policies**

Faculty, staff, and students are welcome to use restrooms that correspond to their gender identities. The University also provides a list of locations of single-occupancy bathrooms.

**Career Services**

The Van Kirk Career Center within the School of Social Work offers students and alumni(ae) a wide array of opportunities to help achieve career goals. Please view the Career Services page on the School of Social Work website for Current Job Opportunities, and the extensive listing of Career Resources to help individuals secure the job of their choice. The Director of Career Services is available to students and alumni(ae) for help with the job search, resume and cover letter writing, networking, and interview skills.

**Items of Special Interest to Students**

**Identification Card**

Photo ID cards, also known as Panther Cards, provide access to essential campus services. Pitt students are required to carry these cards with them if they are accessing University buildings, this is especially important after business hours. Photos can be submitted online, and in advance, to facilitate obtaining the Panther Card.

**Public Transportation**

Pitt provides an array of transportation options.

With a current and valid Pitt ID, students may ride any Port Authority of Allegheny County buses, trolleys, or inclines at no charge.

Pitt also provides university buses and shuttles to various locations.
Student Health Services
Pitt provides extensive Student Health Services.

Pitt's Dental Clinic
There are two University-related dental providers located on campus.

University Counseling Center
The University Counseling Center (UCC) provides services and programs that foster the academic and personal development, and the psychological well-being of Pitt’s diverse student body.

Any student interested in services at UCC, or requiring support for an urgent or crisis situation may present to the UCC at any time during drop-in hours to speak with a clinician.

If you are in an emergency situation where danger is imminent and immediate help is required, call 911 or the Pitt Police at 412-624-2121.

After-Hours Counseling Phone Numbers:
- General Mental Health Crisis Response: 412-648-7930
- Sexual Assault Response: 412-648-7856

The Writing Center
The Writing Center is an academic center supported by the Department of English and the Dietrich School of Arts and Sciences for students to come to work on their writing. Students must be enrolled at the University of Pittsburgh in order to register for an appointment. Our faculty and undergraduate peer tutors have been trained to help others with their writing.

The Writing Center offers one-on-one tutoring for graduate students, as well as five-day Dissertation Camps, one-day Dissertation Workshops, and Writing Days.

The Office of Veterans Services
The Office of Veterans Services facilitates the transition of veterans from military to University life, supports their ongoing academic success, and assists veterans, guardsmen, reservists, spouses and dependents in receiving their military education benefits.

Office of Disability Resources and Services
The University of Pittsburgh is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Disability Resources and Services (DRS) Office of Disability Resources and Services is the designated department by the University to determine reasonable accommodations and services.
Office of International Services

The Office of International Students (OIS) is the University’s immigration specialist. The chief job of the office is to make sure that immigration issues are handled smoothly, quickly and correctly.

OIS also provides a special orientation process for international students.

Student Emergency Loans

The Emergency Student Loan program administered through the SORC is intended to assist students in overcoming minor financial emergencies. Loan applications are available at the SORC office in 833 William Pitt Union. Valid Pitt ID is required to receive an application.
APPENDICES
APPENDIX A: ACADEMIC PROGRESS REPORT

University of Pittsburgh
School of Social Work

NOTE: This academic progress report is required for all students who entered the doctoral program after August 2007. It enables the Program Chairperson to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your Social Work faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. The data already entered into section A below is from our student database, and it should be checked for accuracy, noting changes as necessary. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in the Doctoral Office. Please arrange to have this form completed, signed and returned to the Doctoral Program Office no later than _________________.

Thank you.

Name: _____________________________________________________________

Social Work Advisor: ______________________________________________

ACADEMIC PROGRESS (PRE-CANDIDATE)

A. Indicate below the status of your progress in each area based on the number of years in the program and your MSW entry status.

<table>
<thead>
<tr>
<th>Program Entry Status:</th>
<th>Entry Cohort:</th>
<th>Yrs. in Program:</th>
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<table>
<thead>
<tr>
<th>Doctoral Courses</th>
<th>Term Completed:</th>
<th>Grade</th>
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Year 1, Fall Term

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<td>Theory I (in SW, SW 3034) [3]</td>
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<td>Elective [3]</td>
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Year 1, Spring Term

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<tr>
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<td><strong>Year 2, Fall Term</strong></td>
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<td>Capstone Research Seminar II [3]</td>
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<tr>
<td>Research Methods Elective or Adv. Stats (from outside of SSW) [3]</td>
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<tr>
<td>20 hours GSA/TA</td>
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<tr>
<td><strong>Year 2, Summer Term</strong></td>
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<tr>
<td>0 credit course in May or June for proposal preparation; Comprehensive Exam in July or August</td>
<td></td>
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</tbody>
</table>

B. If you have any outstanding incomplete grades, please specify course number and name, term received, reason for incomplete, and plans for completion.

C. What is your current GPA? ________ If you have not maintained a GPA of B or better each of your previous terms and overall please indicate your plans to overcome this situation.

D. When do you plan to take your Comprehensive Exams?

E. Do you regularly participate in any ongoing research project/research seminars with social work or social science faculty? ( ) Yes ( ) No If so, please list faculty and projects:

F. Do you regularly attend CRSP, Social work lectures, Brown Bags, or the colloquiums of any other groups on campus? ( ) Yes ( ) No If so, please provide names of group(s): (e.g. SSW Brown Bag, RCGD colloquium, Sociology Dept Social Psych Brown Bags, etc.)
G. Have you completed the CSWE post-BSW or post-MSW work experience requirement? ( ) Yes ( ) No If yes, please indicate whether you completed this ( ) before entering the Doctoral Program or ( ) while in the Doctoral Program.

If you have not completed your post-MSW work experience, did you complete hours during the past academic year that count as post-MSW work experience? ( ) Yes ( ) No
   If yes, please indicate the number of hours __________
   If you have not completed any hours, please describe your plans for doing so.

H. Please attach a separate sheet listing any honors or awards received, presentations, or published papers accomplishments during this last year.

I. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work or in the social science discipline in the last year and indicate, if possible, suggestions for improvement.

J. Please indicate how you were funded for the academic year, if you did not do so on the Financial Aid Form earlier this year.
K. **For the advisor:** Please provide overall comments on the student's progress, accomplishments or problems in the program thus far. If the student has incompletes, please comment on the plan for completing them. **Also please make additional comments that can aid the Doctoral Program Director or Doctoral Committee in their evaluation of this student.**

SIGNED: ____________________________ (Advisor) ____________ (Date)

_______________________________ (Student) ____________ (Date)

Note: Upon submission of this report, a copy will be placed in the student’s academic folder
APPENDIX B: GSA/GSR EVALUATION FORM

Introduction
A written evaluation of the GSA/GSR should be conducted once a term in accordance with University Graduate Student policies. However, Social Work encourages ongoing dialogue between faculty and GSA/GSR throughout the year. The student evaluation form is to be completed by the immediate supervisor and may also include separate evaluations completed by others who have served in a supervisory role (as appointed by the immediate supervisor). A copy of the evaluation should be provided to the department administrator for the student’s file.

The objectives of the evaluation are multifold. They are to evaluate areas of strength and limitation, assess what has been accomplished and the direction in which one is going, and appraise the GSR position. In particular, the employee and supervisor should work together to improve the job from both ends (e.g. employee self improvement, supervisor improvement, issues related to the job that result in poor performance, requests for additional skill building, etc.)

Evaluation
Please evaluate the Graduate Student Assistant/Researcher (GSA/GSR) on factors relevant to their position. Note that all items need not be evaluated if they are non-applicable, or if the supervisor has not had an opportunity to observe them. Examples and illustrations that provide explanation for ratings are highly encouraged. Such examples may also be discussed at the appraisal meeting where both the evaluation and self-appraisal are reviewed.

Many items are applicable to the student’s professional development. The supervisor should attempt to appraise the GSA/GSR with respect to overall professional development. That is, evaluate factors in terms of both the specific job and in terms of professional development.

Scale:  
1=Consistently Beyond Standards  
2=Often Beyond Standards  
3=Meets Standards  
4=Below Standards  
5=Consistently Below Standards

Self Appraisal
The self-appraisal form is designed to give the GSR an opportunity to reflect upon their own performance within the position as well as their own development as a professional. Examples of accomplishments may include analyses/projects completed or products developed. Areas of strength and improvement may include such items as specific statistical techniques, areas of knowledge, etc. Objectives pertain to the work goals of the upcoming evaluation period. Appraisal of supervision provides the GSR with an opportunity to discuss ways in which supervision can be improved (i.e. what techniques are working/lacking). The GSR should complete the self-appraisal and return it to the supervisor before the appraisal meeting.
Scale: 1=Consistently Beyond Standards  2=Often Beyond Standards  3=Meets Standards  
4=Below Standards  5=Consistently Below Standards

<table>
<thead>
<tr>
<th>PERFORMANCE FACTORS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Examples &amp; Illustrations</th>
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<tbody>
<tr>
<td>PLANNING &amp; ORGANIZING</td>
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<tr>
<td>Establishes priorities appropriately</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Organizes time appropriately (can multi-task)</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Organizes work material efficiently and appropriately</td>
<td>☐</td>
<td>☐</td>
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<td>EXECUTION</td>
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<tr>
<td>Routine work usually reflects accuracy, thoroughness, and attention to detail</td>
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<tr>
<td>Meets commitments and deadlines consistently</td>
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<td>DECISION MAKING</td>
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<td>Capable of making appropriate decisions</td>
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<td>-Decisions are made independently and with thought</td>
<td>☐</td>
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<td>QUALITY of WORK</td>
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<tr>
<td>Work is completed efficiently</td>
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<tr>
<td>Work is well documented</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>(details provided when necessary)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Work is executed in a manner which furthers study objectives, generates positive results for the department, etc.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>INTERPERSONAL COMMUNICATIONS</td>
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<tr>
<td>Written and oral communication are clear and accurate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Interactions with people promote the achievement of GSA/GSR goals</td>
<td>☐</td>
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<tr>
<td>Team skills (can share duties and work in a collaborative manner with others)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>JOB/KNOWLEDGE</td>
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<td>Demonstrates knowledge of critical work issues</td>
<td>☐</td>
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<tr>
<td>Works at a level appropriate for persons of similar experience</td>
<td>☐</td>
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</table>
Scale: 1=Consistently Beyond Standards  2=Often Beyond Standards  3=Meets Standards  
4=Below Standards  5=Consistently Below Standards

<table>
<thead>
<tr>
<th>PERFORMANCE FACTORS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Examples &amp; Illustrations</th>
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<tbody>
<tr>
<td><strong>WORK HABITS</strong></td>
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<tr>
<td>Works steady and efficiently (adheres to schedules)</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>Works within established guidelines seeking assistance as required</td>
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<tr>
<td>Shows flexibility in job and willingness to learn</td>
<td>□</td>
<td>□</td>
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<td><strong>INITIATIVE</strong></td>
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<tr>
<td>Takes independent action when appropriate</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Can estimate workload well (asks for work when needed, refuses when overloaded)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Suggests methods and procedures to improve study operation</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Pursues opportunities to enhance professional development (networking, career-related experiences, etc.)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td><strong>SELF-IMPROVEMENT</strong></td>
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<tr>
<td>Solicits guidance or resources to improve performance. Acknowledges/identifies skills to be improved. Participates in training and development activities as appropriate</td>
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<tr>
<td><strong>MISCELLANEOUS (EPI SKILLS)</strong> Data**</td>
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<tr>
<td>Data management skills Data collection skills (form design, working with participants)</td>
<td>□</td>
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<tr>
<td>Writing skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>Critiquing skills</td>
<td>□</td>
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<td>Statistical proficiency</td>
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<td>□</td>
<td>□</td>
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<td>Ability to synthesize data output, literature</td>
<td>□</td>
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<td>IRB knowledge</td>
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<td>Teaching ability</td>
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<td>Presentation skills</td>
<td>□</td>
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<tr>
<td>Gaining experience related to future career goals (focused area, practical applications, etc.)</td>
<td>□</td>
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#### SELF APPRAISAL

<table>
<thead>
<tr>
<th>STUDENT'S COMMENTS</th>
<th>SUPERVISOR'S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishments <em>within the past year</em></td>
<td></td>
</tr>
<tr>
<td>Areas of Strength related to Job</td>
<td></td>
</tr>
<tr>
<td>Areas for Improvement related to Job</td>
<td></td>
</tr>
<tr>
<td>STUDENT'S COMMENTS</td>
<td>SUPERVISOR'S COMMENTS</td>
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<td>-------------------------</td>
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<tr>
<td>Objectives</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Appraisal of Supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Desired expectations/wants for GSR position</strong> (things to make the job better, what areas would you like to become involved with)</td>
<td></td>
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<tr>
<td>Other/Miscellaneous</td>
<td></td>
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</tbody>
</table>
APPENDIX C: TEACHING ASSISTANT PLANNING AND EVALUATION

Part 1. Teaching Assistantship Planning

Course #______ Course Title: ________________________________
Semester/Yr _____ Instructor: ___________ T.A.: ____________
Location: _______ Day/Time: ______________________________

Guidelines for Faculty Teaching Mentor: Please review the activities below with the TA and develop expectations for their participation in the course. The first two activities will likely be required of all TAs, other are at the discretion of the faculty mentor.

  ____ Attend all classes
  ____ Present classes or partial classes as assigned by faculty mentor
  ____ Assist with syllabus development
  ____ Prepare course readings and make them available (obtain copyrights for course reader, prepare library reserves, make available on course management software, etc.)
  ____ Assist with preparation of course materials on course management software
  ____ Assist with development of class presentations (powerpoint or other presentations)
  ____ Assist in preparation of classroom activities/assignments/quizzes/exams
  ____ Keep records of students (e.g., attendance and grades in course management software)
  ____ Hold office hours
  ____ Attend weekly or as scheduled meetings with Faculty Teaching Mentor
  ____ Read, evaluate, and return in a timely manner student assignments
  ____ Proctor examinations
  ____ Read and evaluate student examinations
  ____ Assist in the preparation of narrative evaluations and/or make grade recommendations as appropriate
  ____ Perform other tasks as specified (please list below or attach separate piece of paper)
# Part 2. Teaching Assistantship Performance Evaluation

**Note to Faculty Teaching Mentor:** NI = Needs Improvement; ME = Meets Expectations; EE = Exceeds Expectations; and NA = Not Applicable) and provide consistent supporting comments.

**TA Name:** _____________________________________________

**Course Name and Number** ________________________________

**Faculty Supervisor Name:** _______________________________

## PERFORMANCE CATEGORIES:

<table>
<thead>
<tr>
<th>PERFORMANCE CATEGORIES:</th>
<th>RATING and COMMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Performance of assigned duties as set out in above &quot;Notification of Teaching Assistant Duties&quot; e.g.:</strong></td>
<td>Evaluation Rating:</td>
</tr>
<tr>
<td>- Completes assignments and meets commitments and deadlines (e.g., keeps office hours, returns student work in a timely manner, attends classes)</td>
<td>NI  ME  EE  NA</td>
</tr>
<tr>
<td>- Attends required meetings and/or training sessions</td>
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<tr>
<td>- Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles and is receptive to feedback</td>
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</table>

<table>
<thead>
<tr>
<th><strong>2. Teaching Skills - expectations to be consistent with discussion e.g.:</strong></th>
<th>Evaluation Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Appropriate knowledge of subject area and related expertise</td>
<td>NI  ME  EE  NA</td>
</tr>
<tr>
<td>- Uses information, materials, equipment, and techniques accurately and appropriately</td>
<td></td>
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<tr>
<td>- Communicates clearly and accurately both verbally and in writing</td>
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<tr>
<td>- Is punctual, prepared, and organized for weekly classes</td>
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<tr>
<td>- Is sensitive to and concerned with students' learning process and level of understanding</td>
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<tr>
<td>- Deals impartially and with overall fairness when evaluating and interacting with students</td>
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<tr>
<td>- Treats students with respect, honoring diversity and interacts at a level appropriate for adult learners</td>
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</tbody>
</table>
Part 2. Section 2 Narrative Comments

Complete a written evaluation of TA’s performance of those job duties and expectations reviewed with TA at start of assignment as outlined in Part 1 above.

Please submit a copy to the Doctoral Program Office to place in the student’s file.
APPENDIX D:

Student Name

It is the responsibility of the primary mentor of the Comprehensive Committee to review whether the comprehensive exam addresses the criteria below before the oral exam is scheduled.

- **It includes theory, research, policy, and history.** The exam emphasizes research and theory (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to history and policy).

- **It is relevant to social work.** The exam gives explicit attention to the relevance of the topic to social work and integrates a social justice perspective, i.e., race, gender, sexual orientation, class, ethnicity, etc.

- **It is analytical.** The exam discusses the empirical and theoretical literatures related to specific subject area and demonstrates analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence.

- **It is interdisciplinary.** The exam includes literature from social work and the related professional fields, if applicable, and the social sciences.

- **It is comprehensive.** The bibliography demonstrates that the review of the literature on the topic is comprehensive and state-of-the-art. It includes the most recent scholarship on the student’s topic and classic works.

- **There is a logical sequence of ideas.** There is a logical sequence of ideas within and between sections of the exam.

- **It is well-written and adheres to APA style guidelines.** The exam should demonstrate the ability to communicate effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specific in the *Publication Manual of the American Psychological Association*.

- **Independence of the Written Product from Other Requirements.** The student understands that the content of the exam can be related to papers and other written documents used to fulfill degree requirements, however, he or she cannot cut and paste text from these documents into the exam.

- **Sole Authorship of the Comprehensive Exam.** The student understands that the comprehensive exam should be independently written without consultation on its specific content or editorial assistance from others.

Based on the evaluation of both the written and oral exam the student appears to:

- address  □ not address  the required criteria .
APPENDIX E: COMPREHENSIVE EXAMINATION EVALUATION FORM

Student Name: ___________________________________________________

This form is intended as a guide for students in preparing the qualifying paper. In addition, advisors and committee members may use the form during the evaluation of the qualifying paper and to provide feedback to the student, and recommendations for revisions and additions. Ratings are E (excellent), A (adequate) and N (needs improvement).

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E=3, A=2, N=1</td>
<td></td>
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</tbody>
</table>

| Statement of problem                                                   |                               |          |
|------------------------------------------------------------------------|                               |          |
| Defines problem clearly                                                |                               |          |
| Clear rationale for the problem is specified                          |                               |          |
| Concrete, observable signs of the problem are described               |                               |          |
| Multiple definitions of the problem are considered, if appropriate    |                               |          |
| Demonstrates the significance of the problem as it relates to Social Work |                               |          |

| Background and Significance                                            |                               |          |
|------------------------------------------------------------------------|                               |          |
| Review of the literature is appropriate to the problem                |                               |          |
| Research review focuses on the specific problem                       |                               |          |
| Research is critically examined, not just summarized                  |                               |          |
| Variations for different populations, especially the vulnerable and oppressed, are considered |                               |          |
| The significance of the problem for the target population is justified |                               |          |
| A summary assessment of the problem and its implications is offered   |                               |          |

| Theoretical frameworks                                                 |                               |          |
|------------------------------------------------------------------------|                               |          |
| Identifies and explains appropriate conceptual frameworks              |                               |          |
| Number of conceptual frameworks reviewed is appropriate (2-4, or justification for less or more) |                               |          |
| Demonstrates how the selected frameworks help explain the conditions undergirding the problem |                               |          |
| Provides a critical analysis of the conceptual frameworks reviewed     |                               |          |
| Offers the writer’s own synthesis of the conceptual frameworks as an explanation for the problem |                               |          |

<p>| Relevant interventions                                                 |                               |          |
|------------------------------------------------------------------------|                               |          |
| Reviews relevant interventions related to the problem (summary table may be provided) |                               |          |
| Provides critical analysis of the interventions, including strengths and limitations |                               |          |
| Addresses interventions targeted to oppressed populations, if appropriate |                               |          |
| Provides a critical analysis of interventions reviewed                  |                               |          |
| Offers a summary critique of the effectiveness of current intervention research in the problem area |                               |          |</p>
<table>
<thead>
<tr>
<th>Research Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically reviews important methodological approaches to the problem</td>
</tr>
<tr>
<td>Assesses the strengths of previous studies with regard to threats to internal and external validity</td>
</tr>
<tr>
<td>Reviews and synthesizes past attempts to resolve methodological issues</td>
</tr>
<tr>
<td>Considers methods appropriate to oppressed populations</td>
</tr>
<tr>
<td>Discussion of methods is thorough and succinct</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions and implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a summary of lessons learned</td>
</tr>
<tr>
<td>Addresses interrelatedness of conceptual frameworks, methods and interventions</td>
</tr>
<tr>
<td>Considers implications for next research steps</td>
</tr>
<tr>
<td>Suggests research methods that could be used to strengthen research in this area</td>
</tr>
<tr>
<td>Considers implications for social work practice</td>
</tr>
<tr>
<td>Considers policy implications</td>
</tr>
<tr>
<td>Provides implications that are clearly supported</td>
</tr>
<tr>
<td>Addresses implications for oppressed populations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is consistent with outlined purpose</td>
</tr>
<tr>
<td>Writer’s voice is clear and evident in the paper</td>
</tr>
<tr>
<td>Writing is succinct and parsimonious</td>
</tr>
<tr>
<td>Writing limits jargon and follows guidelines for readability in professional writing</td>
</tr>
<tr>
<td>Paper demonstrates mastery of subject</td>
</tr>
<tr>
<td>Paper demonstrates promise for publishability</td>
</tr>
<tr>
<td>Papers builds on and acknowledges the work of others</td>
</tr>
<tr>
<td>References are appropriate and relevant to the problem described</td>
</tr>
<tr>
<td>References are current</td>
</tr>
<tr>
<td>Writing demonstrates ability to provide critical analysis of research, theory and interventions in the problem area.</td>
</tr>
</tbody>
</table>

Mentor:  

☐ Approved  ☐ Disapproved  

Signature  

Date  

Student/Mentor:  Take this form to the administrative assistant for the PhD Program after the oral exam meeting.

12/11
# APPENDIX F: DISSERTATION PLAN AND AGREEMENT

<table>
<thead>
<tr>
<th>Session:</th>
<th>Fall 20___</th>
<th>Spring 20___</th>
<th>Summer 20___</th>
</tr>
</thead>
</table>

Student Name—Please Print

ID #

**Student and Chair:** This agreement specifies what work is to be completed during each semester prior to the final examination. Complete this form together and give it to the program support staff person during the first week of classes each semester.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline or Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Meet with chair</td>
<td></td>
</tr>
<tr>
<td>□ Conceptualize research questions/hypotheses</td>
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<tr>
<td>□ Review, assess and synthesize the literature</td>
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<tr>
<td>□ Apply theory</td>
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<tr>
<td>□ Develop research design</td>
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<tr>
<td>□ Data Collection Plan</td>
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<tr>
<td>□ Pilot instrument</td>
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<tr>
<td>□ Proposal hearing</td>
<td></td>
</tr>
<tr>
<td>□ Receive human subjects approval</td>
<td></td>
</tr>
<tr>
<td>□ Collect and, if applicable, enter date</td>
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</tr>
<tr>
<td>□ Analyze data</td>
<td></td>
</tr>
<tr>
<td>□ Report and discuss results</td>
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</tr>
<tr>
<td>□ Discuss results</td>
<td></td>
</tr>
<tr>
<td>□ Schedule Meeting</td>
<td></td>
</tr>
<tr>
<td>□ Final Defense</td>
<td></td>
</tr>
</tbody>
</table>

I have agreed to complete the work listed above.

Signature: Student

Date

I have agreed to supervise the work listed above.

Signature: Dissertation Chair

Date

Cc: □ Student □ Dissertation Chair

Original: □ Student file
APPENDIX G: ADVISOR’S DISSERTATION CHECKLIST

To prepare for the defense:

_____ Advisor ok’s setting a date
_____ Advisor ok’s sending document to other committee members

Committee members must receive document three weeks ahead of date.

_____ Schedule date
_____ Schedule room
_____ Notify Doctoral Program support staff person to put notice in University Times
_____ Dissertation Chair obtains ORAL DEFENSE RECORD from Doctoral Program support staff person

Student should check with Committee Members prior to the Defense to see if there are any major concerns with the document before the defense.

At the defense (assuming the student passes):

_____ All committee members sign ORAL DEFENSE RECORD obtained from the Doctoral Program support staff person.

_____ Return ORAL DEFENSE RECORD to Doctoral Program support staff person.

If the committee requests revisions:

Revisions can be requested. The final dissertation with all revisions should be handed in before the graduation date; however, a final date by which the complete manuscript must be submitted is usually a week after graduation. The student should check with the Doctoral Program support staff person regarding their submission date (although students under the wire can go a week or so after graduation).

When revisions are submitted, advisor checks them, and:

_____ Signs the signature page of the dissertation
_____ Initials the dissertation abstract in the upper right-hand corner
_____ Gives these to the student to include with submission copies for the Library and Chair and forwards to the Doctoral Program support staff person.

Submitting the dissertation:

Student follows instructions for submission of dissertation from the Doctoral Program support staff person. Student follows instructions from Doctoral Program staff support person for submission of a different dissertation abstract to Council on Social Work Education (CSWE).
APPENDIX H: APPLICATION FOR RE-ADMISSION
DOCTORAL PROGRAM
Application for Readmission to the Doctoral Program

Today’s Date ____________________________ Re-enrollment Semester ____________________________ Year ____________________________

Student Name – Please Print ___________________________________________ ID # ____________________________

Phone number ____________________________ E-mail address ____________________________

Student: If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session, the student must apply for readmission to the School of Social Work. The School of Social Work “Application for Readmission to the Doctoral Program” form must be used. The School of Social Work may require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the School of Social Work Doctoral Program Committee (DPC). This application must be signed by the student’s advisor and submitted to the director of the doctoral program 6 weeks prior to the readmission semester. The University of Pittsburgh’s Regulations Governing Graduate Study supersedes the School of Social Work decision to readmit.

The following documents are required.

□ 1. An explanation of the reasons for the absence (1 page, single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.

□ 2. Student’s revised Plan of Study.

□ 3. A detailed, month-by-month plan for degree completion (1 page, single-spaced). List all degree requirements that have not been met. Refer to the PhD Handbook for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student’s explanation for the reasons for the absence, his or her revised Plan of Study, and the month-by-month plan for degree completion. By signing this form, I recommend to the DP the student be readmitted to the School of Social Work doctoral program.

_________________________________________ ____________________________
Print Name Sign

Signature of Program Director: On behalf of the Doctoral Program committee, I recommend to the Associate Dean for Academic Affairs that the student be re-admitted to the School of Social Work doctoral program.

_________________________________________ ____________________________
Print name Sign

cc: □ Program support staff person/Student file □ Student □ Student’s Advisor file
APPENDIX I: APPLICATION FOR PARENTAL LEAVE

http://www.pitt.edu/~graduate/GradParentalAccommodationGuidelines.pdf

Graduate students requesting a parental accommodation under the Graduate Student Parental Accommodation Guidelines (http://www.pitt.edu/~graduate/Grad_Parental_Accommodation_Guidelines.pdf) should complete and submit this form prior to the anticipated childbirth or adoption to [insert contact information of Dean’s Office]

Date of application: __________________________

Estimated date of birth or adoption: ________________________________
Note: Include a brief statement from a medical service provider stating the best estimate of delivery/ adoption date.

Name: ____________________________________________________________

Campus address: ____________________________________________________

Email address: _____________________________________________________

Academic program: _________________________________________________

Department: _______________________________________________________

Date of graduate program entry: ________________ Degree intent: _______________

Graduate student is a:

☐ Birth Mother
☐ Eligible Student (see guidelines for eligibility)

Funding status during the requested accommodation period:

☐ Teaching Assistant (TA) or Teaching Fellow (TF)
☐ Graduate Student Assistant (GSA)
☐ Graduate Student Researcher (GSR)
☐ Other fellowship (please specify):_____________________________________
☐ None

Accommodation to start on __ __/__ __/__ __ through __ __/__ __/__ __
Note: The length of the accommodation for an eligible student is six consecutive weeks and for a birth mother who holds an academic appointment as TA, TF, GSA and GSR is to be determined by a health care provider not to exceed the student’s appointment period.

☐ Documentation from a health care provider submitted for birth mother.

International Students with an F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult with the Office of International Studies.

If the other parent is a graduate student at Pitt please provide name: _________________________
and school/program:________________________. Individuals listed below will receive written notification of the accommodation.
Faculty Advisor
Name: ___________________________________________ Email: ________________________
Signature: ______________________________________

Director of Graduate Studies
Name: ___________________________________________ Email: ________________________
Signature: ______________________________________

Department Chair
Name: ___________________________________________ Email: ________________________
Signature: ______________________________________

School of {insert name}
Name: ___________________________________________
Title: _____________________________________________
Date: ____________________________________________
Graduate School signature: _________________________

Terms of accommodation (as necessary):
APPENDIX J. REQUESTING TRAVEL FUNDS

Travel and Business Expenses
Students in the PhD program (years 01-04) and in the MSW/PhD program (Years 2-5) are awarded $800 in conference travel funds. To request funds, please complete the form found at the link below, obtain approval by the PhD Program Director and the Director of Administration before any funds are committed.

Form: [https://pitt.box.com/s/a0zyxoo0mfqgwmb7yspjrw2vszorhxw5](https://pitt.box.com/s/a0zyxoo0mfqgwmb7yspjrw2vszorhxw5)

All conference and business-related travel at the University and in the School is facilitated via the PantherExpress Travel and Expense Management program and associated CONCUR system. Extensive and current information regarding the program and system, including training resources, frequently asked questions, system guides, and forms and policies are available at: [https://pext.pitt.edu/concur/](https://pext.pitt.edu/concur/)

Reimbursement requirements:

1. Establish a profile within concur: [https://pext.pitt.edu/wp-content/uploads/ConcurQR-UserProfileSettings.pdf](https://pext.pitt.edu/wp-content/uploads/ConcurQR-UserProfileSettings.pdf)  
   a. Add Monica Ceraso, Shana Stein, Jesse Oliver, and Marypat Elhatab as your delegates (click all the boxes within the delegate section)
2. Download the “concur” app on your phone, this will allow you to take pictures and easily save your receipts.

Submit all receipts related with an event within one report/submission. Reimbursements must be submitted within 30 days of the conference or event. Any reimbursements more than 90 days past will not be processed, no exceptions.