USING THIS BULLETIN

Students who are interested in or accepted to any of the University of Pittsburgh’s graduate or professional programs other than those leading to the first-professional degrees offered by the University (MD, JD, LLM, PharmD, or DMD) will find useful most of the sections of this bulletin. Descriptions of the University, its regulations, and its services are included in the sections prior to the program-specific information in the Schools, Departments, and Programs section of the bulletin.

Students interested in first-professional programs (MD, JD, LLM, PharmD, or DMD) can ignore much of the bulletin prior to the First-Professional Programs section, but should familiarize themselves with the general information on the University, as well as the section on Campus Facilities & Student Services, and the University-wide policies detailed in Rights and Responsibilities. The Schools of Medicine, Law, Dental Medicine, and Pharmacy appear in the Schools, Departments, and Programs section for programs leading to the graduate and professional advanced degrees as well as in the First-Professional Programs section since these schools offer both types of programs. Faculty are listed by their department or program at the end of the school.

Students should note that the listings of requirements and procedures for admissions, registration, and other information listed in the sections prior to the more program-specific information provided in the Schools, Departments, and Programs section of this bulletin represent the minimum requirements and basic procedures. Students should consult the information on their specific school, program, and department for detail on additional or stricter requirements and procedures.
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The University of Pittsburgh is an internationally respected center of learning and research, offering exceptional educational opportunities in the humanities, sciences, and professions. The University’s mission is to advance teaching, research, and public service. This tripartite commitment enables the University to serve others by:

• educating diverse students from the region, the nation, and the world;
• expanding the boundaries of knowledge, discovery, and technology; and
• enhancing quality of life in the western Pennsylvania region and beyond.

**HISTORY**

The University began in the Pennsylvania wilderness as the Pittsburgh Academy in 1787, the year the U.S. Constitution was adopted. Thirty-two years later, the Pittsburgh Academy became the Western University of Pittsburgh, and in 1908, the school changed its name to the University of Pittsburgh.

The recognition of graduate study at the University of Pittsburgh began with the awarding of Master of Arts degrees in 1836. By 1870, over 30 MA degrees had been awarded. These degrees were conferred for study beyond the Bachelor of Arts degree. In 1884, Chancellor Milton Goff set up a two-year professional study program leading to either a Master of Philosophy (predecessor of the Master of Science degree) or a Master of Arts degree and a three-year program leading to a Doctor of Philosophy degree. Before admission to these programs, each student was required to show proficiency in three areas of study. Both master’s and doctoral candidates were required to prepare and defend theses.

In 1906, new rules were formulated for graduate study, requiring students to be in residence and requiring the completion of one year of study or 30 credits for the master’s degree and three years or 90 credits for the doctoral degree. The catalogues of 1908 and 1909 announced the establishment of the Graduate School with five departments offering courses for the Doctor of Philosophy degree. These departments, plus five others, offered courses for the Master of Arts degree.

In 1910, a faculty committee drafted proposals, adopted by the board of trustees in 1913, making the Graduate School an independent administrative unit of the University and authorizing the selection of a Graduate Council. The Graduate School was grouped into three divisions (Humanities, Social Sciences, and Natural Sciences) in 1947. Until 1956, the administration of graduate study was the responsibility of the dean of the Graduate School and the Graduate Council. At that time, the individual schools and the three divisions were given direct administrative responsibility for their graduate programs in accord with the regulations established by the University Council on Graduate Study—formerly the Graduate Council. In 1968, the dean of the Graduate School retired from his administrative role, and the position he had held was discontinued. General responsibility for the University’s graduate programs was assigned to the provost pending reorganization of the University’s graduate structure. The University Council on Graduate Study, the University administration, and members of the Graduate Faculty cooperated in drafting a proposed reorganization of graduate study, which was approved by written ballot by the entire Graduate Faculty and, in turn, accepted by Chancellor Wesley Posvar. This organizational structure became effective July 1, 1971 and is still the official structure.

Thus, during the 200-plus year history of the University, graduate education has grown to encompass the Faculty of Arts and Sciences and all 13 of the professional schools, which share a commitment to meet the nation’s need for well-educated researchers, scholars, and leaders of professions and the tri-state region’s need for trained professionals.

A private institution for most of its past, the University of Pittsburgh became state-related in 1966, establishing a relationship with the Commonwealth of Pennsylvania that continues to benefit both partners. Today, as an elected member of the prestigious Association of American Universities, the University of Pittsburgh claims its place among the top public research universities in the nation.

**ACCREDITATION**

The University of Pittsburgh, including its four regional campuses, is accredited by the Middle States Association of Colleges and Schools’ Commission on Higher Education. In addition, schools, programs, and departments may be accredited by discipline-specific accrediting bodies. See Schools, Departments, and Programs section of this bulletin for this information.

**ACADEMIC ORGANIZATION AND PITTSBURGH CAMPUS OVERVIEW**

An independent, state-related, coeducational institution, the University of Pittsburgh’s Pittsburgh campus offers a multitude of degree-granting and other programs housed in 16 undergraduate, graduate, and professional schools. The University system includes the Pittsburgh campus and four regional campuses at Bradford, Greensburg, Johnstown, and Titusville; the regional campuses offer undergraduate programs only.

More than 90 buildings are located on the Pittsburgh campus, which covers 132 acres in the culturally rich Oakland neighborhood. At the heart of the campus stands a central landmark—the Cathedral of Learning, a 42-story Gothic tower, which is the tallest school building in the western hemisphere. The Cathedral contains the remarkable Nationality Rooms: 26 classrooms, each of them designed to reflect a distinct culture.

On the Pittsburgh campus, over 3,400 faculty serve 25,900 students, including 9,100 graduate and 16,800 undergraduate students. Alumni accomplishments range from managing Fortune 500 corporations, to writing best-selling novels, to unlocking the secrets of DNA…and more.

The University of Pittsburgh remains a place of enduring tradition and vitality, true to the work ethic of western Pennsylvania, rich in intellectual rigor, and committed to preparing students for their lives and careers.
WEB ADDRESS

For more information on the University of Pittsburgh, see the University’s Web site at http://www.pitt.edu/.

ORGANIZATION OF GRADUATE AND PROFESSIONAL EDUCATION AT THE UNIVERSITY

While the University Council on Graduate Study (http://www.pitt.edu/~graduate/ucgs.html), acting for the Graduate Faculty, develops minimum standards for graduate work throughout the University, the immediate responsibility for developing and administering graduate programs is assigned to the deans and Graduate Faculty members of the several schools and the Faculty of Arts and Sciences. This responsibility applies both to the traditional MA, MS, and PhD programs and to programs leading to advanced professional degrees, except for first-professional degrees (i.e., the MD, JD, LLM, PharmD, and DMD). The provost has responsibility for the general supervision of graduate and professional programs, including first-professional degree programs, throughout the University, giving leadership to the deans and faculties in maintaining high standards of instruction and research.

Faculty are appointed to the Graduate Faculty by the provost upon recommendation by the dean on the basis of an appraisal by the faculty of a department or other appropriate faculty group. Graduate Faculty are competent in graduate instruction and in supervision of student research at all levels and are active in advancing knowledge through their own research.
APPLICATION FOR ADMISSION

Graduate admissions to the University of Pittsburgh are handled by the particular graduate school or program; there is no central admissions office for graduate and professional schools at the University.

This section details only the University requirements and procedures for admission to the University. The Graduate Admissions Office of each school provides admissions information for prospective students to that school. Schools’ admissions requirements are listed under the Schools, Departments, and Programs section of this bulletin.

The admissions information in this section is subject to change at any time. It is intended to serve only as a general source of information.

GRADUATE ADMISSIONS

Decisions regarding admission are based on an overall evaluation of all the credentials submitted by the candidate and in accord with the availability of faculty, facilities, and student support necessary to meet the applicant’s expressed academic and research needs and interests. Many departments or programs have a limited number of places available. Interested students should refer to the Schools, Departments, and Programs section of this bulletin in addition to the general admission information provided here.

APPLICATION PROCEDURES

Students seeking admission should call or write for application forms and descriptive materials to the school or program of intended graduate study. In many cases, application materials are available online; prospective students are encouraged to check the Web site of their programs of interest. See Schools, Departments, and Programs sections of this bulletin for contact information.

Students should then return to the department or school the completed application forms and a check (not cash) for the application fee payable to the University of Pittsburgh. Generally, students applying online have the option of paying application fees online via credit card or by sending a check. The application fee is required of all applicants and is non-refundable; it does not apply toward the payment of tuition. The fee varies from school to school, so prospective students should refer to the information on the relevant school in the Schools, Departments, and Programs section of this bulletin for the specific application fee required or go to that school’s or department’s Web site.

Applicants must also request that the registrars of all undergraduate and any graduate schools attended send official transcripts of their records to the department or school of intended graduate study. In addition, many schools and departments require additional material. These materials may include any or all of the following: scores achieved on standardized examinations such as the Graduate Record Examination or the Graduate Management Admission Test, letters of recommendation, term papers written during previous study, evidence of work/life experience, evidence of motivation for graduate study, and a statement of career objectives. Applicants should arrange for a personal interview if requested by the department or school.

APPLICATION DEADLINES

See the Schools, Departments, and Programs sections of this bulletin for specific application deadlines, but note that students applying for fellowships and assistantships should file their applications at the earliest possible date. Applicants interested only in admission may be considered up to the deadline dates, but postponing applications may entail the risk that available spaces will be filled. Some programs admit students only for a particular term, so prospective students are encouraged to check with the school and program for specific admissions information.

GRADUATE ADMISSIONS OF INTERNATIONAL STUDENTS

Students from other countries should start the application process for admission nine to 12 months in advance of the date of intended enrollment and complete the process no less than three months before the registration date for the student’s first term. Some schools may require even earlier applications. Applicants wanting to be considered for financial assistance must submit completed applications much earlier. Requests for application forms should be directed to the school in which the student wishes to enroll. All applicants should also take note of specific school and program requirements, such as the Graduate Record Examination (GRE scores). Specific requirements are listed in the Schools, Departments, and Programs section of this bulletin.

INTERNATIONAL STUDENT APPLICATION DEADLINES AND APPLICATION FEE

International students should contact the individual department or program to which they are applying to determine the required application deadlines for submitting a completed application, financial aid form, and application fee. Many programs have their application materials online via their Web sites. In general, international students should submit applications no less than three months before the term in which they want to begin taking classes. The deadlines and fees vary according to the school and program to which the student is applying. The fee must be submitted in the form of a check or money order made payable to the University of Pittsburgh. See the individual school’s international application information in the Schools, Departments, and Programs section of this bulletin for details or go to the school’s or department’s Web site.

INTERNATIONAL STUDENT ACADEMIC BACKGROUND AND CREDENTIALS

The minimum requirement for admission to a graduate program is the completion of a bachelor’s degree from an accredited institution in the United States or the completion of a level of education that the University of Pittsburgh deems comparable to a bachelor’s degree from a regionally accredited U.S. institution.

Applicants are required to submit official original academic credentials. Official original academic credentials that are issued in a language other than English must be accompanied by a certified English translation. In addition, in cases where the grade reports, academic record, examination results, or transcript does not attest to the awarding of a degree or other academic qualification, a certified copy of the original certificate or diploma awarding the degree or qualification must be submitted. Certificates or diplomas that are
issued in a language other than English must be accompanied by a certified English translation.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS
Graduate students must possess sufficient proficiency in English to enable them to understand lectures, participate successfully in class discussion, and, in general, to be able to study without being hindered by language problems. To facilitate determination of proficiency, official results of the Test of English as a Foreign Language (TOEFL) are required if the applicant’s native language is not English; this applies even if English has been the medium of instruction. A minimum score of 550 on the TOEFL is required for admission to graduate study (or a TOEFL score of 213 on the computer-based test).

All students with a TOEFL score less than 650 (or 280 on the computer-based test) may be required by the department, program, or school to take the Michigan Test of English Proficiency upon arrival. Based on the test results, students may be required by their academic department to take courses in English as a foreign language before registering for graduate courses or may be required to take one or two such English courses in addition to graduate courses.

Any student scoring over 650 on the paper-based test (over 280 on the computer-based test) is exempted from further testing. The requirement to submit the results of the TOEFL may be waived if the applicant has recently received a satisfactory score on other tests of English language proficiency or has recently earned a degree from a regionally accredited institution in the United States.

The Educational Testing Service administers the TOEFL test at testing centers throughout the world. Students may take the test either in a traditional paper format or on a computer. Further information, testing dates, and test applications are available directly from the Test of English as a Foreign Language, Box 6151, Princeton, New Jersey, 08541, USA or by contacting a U.S. Consulate, an office of the U.S. Information Agency, an office of the U.S. Educational Commission, or a binationl center. Information about the TOEFL is also available on the World Wide Web at http://www.toefl.org/. Applicants seeking September enrollment must take the TOEFL no later than the preceding March.

International students who are non-native speakers of English can contact the English Language Institute (ELI) on the University of Pittsburgh campus for assistance in meeting English proficiency requirements and taking the TOEFL. See the Campus Facilities & Student Services section of this bulletin, page 9, for more information on the ELI.

ENGLISH LANGUAGE FLUENCY FOR TEACHING ASSISTANTS/ FELLOWS
Teaching assistants (TAs) and teaching fellows (TFs) who are non-native speakers of English must be evaluated through a test designed to assess spoken English and English comprehension, approved by the Office of the Provost and administered by the English Language Institute (ELI). The Office of the Provost in consultation with ELI will establish minimum scores acceptable to permit a TA/TF to teach. Individual academic centers or departments may require higher scores than the established University minimums. All TAs/TFs with unsatisfactory scores on this test will be given non-teaching assignments and are required to take special course work until they attain a passing score. An unsatisfactory score at the time of reappointment is sufficient cause for nonrenewal of the student’s TA/TF appointment. See relevant school section in Schools, Departments, and Programs for more details.

FINANCIAL SUPPORT AND VISA DOCUMENTS
While admission decisions are not based on financial support information, all applicants who are not U.S. citizens or Permanent Residents must submit a Financial Support Statement with their applications, even if applying for financial aid from the department. An award may not cover the entire cost of studies.

The Office of International Services cannot issue the document needed to apply for a student visa to enter the United States or to transfer non-immigrant status to the University of Pittsburgh until evidence of financial support adequate to cover the entire program of study has been submitted. Therefore, submission of a Financial Support Statement with an application will facilitate the issuance of a visa document.

ADDITIONAL INTERNATIONAL STUDENT REQUIREMENTS
The University of Pittsburgh reserves the right, even after arrival and enrollment, to make individual curricular adjustments whenever particular deficiencies or needs of a student are identified. In such instances, students may be required to take, at their own expense and without receiving credit, courses in English as a foreign language (see English Language Proficiency Requirements above) or courses prerequisite to their course of study to make up deficiencies.

It is strongly recommended that students arrive in Pittsburgh at least two weeks before the start of the term to allow sufficient time to make housing arrangements and take part in the orientation program conducted by the Office of International Services. In addition, the advising section of the Office of International Services, located in 708 William Pitt Union, offers assistance on a wide range of matters of concern to students from other countries. Call (412) 624-7120 or see http://www.pitt.edu/~osaweb/ois/oisinfo.html for more information.

ADMISSIONS STATUS
Admission may be granted or denied only by the dean of the school or his or her designee. However, non-immigrant students may be denied visa documents for non-academic reasons by the Office of International Services. Acceptable students are admitted to graduate study in a specific department or school with “full,” “provisional,” or “special” graduate status depending on their qualifications and objectives. The qualifications described below represent the minimum standards of the University. These may be made more stringent or specific at the option of the department or school.

FULL GRADUATE STATUS
For admission to full graduate status, an applicant must be a graduate of an accredited U.S. college or university and must be considered qualified for advanced study by the department or school. This normally is demonstrated by a B average (a quality point average of 3.00 on a 4.00 scale) or better in the total undergraduate program. (Note: the Faculty of Arts and Sciences requires a B average in the major field of study, and some of that school’s departments require higher levels of achievement.) If students with less than a B average present alternative evidence (such as completion of an advanced degree or successful relevant work experience) of superior ability, they may be considered for full graduate status on the recommendation of the department of proposed graduate study. Only students with full graduate status may take the PhD preliminary evaluation, take the
MA/MS or PhD comprehensive examination, be considered for the award of an advanced degree or certificate, or be graduated.

**PROVISIONAL GRADUATE STATUS**

Applicants who are graduates of a recognized college or university but who do not qualify for admission to full graduate status because of deficiencies in either their undergraduate program or their scholastic achievement may be considered for provisional graduate status if strong supporting evidence of their ability to complete a graduate program is provided. Courses taken to remove deficiencies do not contribute toward completion of graduate degree requirements. Transfer from provisional to full graduate status is initiated and recommended by the department and is possible only after removal of deficiencies and other conditions noted at the time of admission and satisfactory progress in graduate work.

A student on provisional or special status or on probation is not eligible to take the PhD preliminary evaluation, to take the MA/MS or PhD comprehensive examination, or to be graduated.

**SPECIAL STATUS**

Students may be granted temporary admission as “special status” under the following circumstances:

1. Students who are seeking advanced degrees but who are unable to meet the deadline for filing all required credentials for admission may be granted temporary admission provided they present acceptable evidence concerning their qualifications for graduate study. Regular admission must be accomplished within the first term of registration.

2. Students who are not seeking an advanced degree but who have specific qualifications for one or more courses, including courses required for learning or certification, may register for such courses subject to review by the department and the dean of the school. Schools providing such an opportunity may specify the number of credits or courses for which a student may enroll while in this status and should also clearly specify the limitations on transfer of such credits toward a graduate degree if the student is subsequently admitted to a graduate degree program.

See Schools, Departments, and Programs section for specific requirements connected to special status students.

**GUARANTEES AND EARLY ADMISSION TO GRADUATE AND FIRST-PROFESSIONAL PROGRAMS**

Undergraduate students receiving an academic merit scholarship who indicate certain professional programs (including communication science, dental medicine, education, law, medicine, physical therapy, and public and international affairs) as their intended field of study on the Freshman Application to the University of Pittsburgh will be automatically reviewed for guaranteed admission into that professional program. Early application is recommended, as spaces are limited.

Exceptionally able undergraduate University of Pittsburgh students may be admitted to full graduate status if their graduate and undergraduate schools have approved early admission as a permitted option and have established standards and procedures, and if the student needs no more than 24 credits to complete the baccalaureate degree. Credits earned while enrolled in the graduate program may also be counted toward fulfilling undergraduate degree requirements. See Schools, Departments, and Programs section for further information on the possibility of early admission to specific programs.

**TUITION DEPOSIT**

Once a student is admitted to a program, some of the graduate and professional schools at the University of Pittsburgh require a tuition deposit of $100 to $500 to secure the student's place in the incoming class. Students should refer to Financial Issues: Tuition, Fees, Loans, & Scholarships, page 6, or to the admissions information for their specific school to determine the amount required for the tuition deposit.

**DEFERRED ADMISSION**

If a department or school so approves, a student may defer admission for one year without having to complete any additional applications. If approved, the student is sent a new admission letter. Approval of a student’s request to defer admission does not necessarily mean that any financial aid awarded is also deferred. See Aid Deferrals, page 8, for more information on deferring financial aid.

**READMISSION**

A student who has not registered for at least one credit or full-time dissertation study during a 12-month period will be transferred automatically to inactive status and must file an application for readmission to graduate study (and pay the application fee) before being permitted to register again. Inactive students cannot apply to graduate, nor take preliminary or comprehensive exams. Readmission is not automatic nor does it necessarily reinstate the student to the academic status enjoyed prior to becoming inactive. When readmitted, the student must be prepared to demonstrate proper preparation to meet all current admission and degree requirements. Readmission is automatic, however, for students who receive prior approval for a formal leave of absence.

**CHANGING THE FIELD OF GRADUATE STUDY**

A student already admitted to graduate study and desiring to change a major department of graduate study must file an application for such a change in the office of the dean or the department of the school the student wishes to enter. The application for admission to the new department will be evaluated in the same manner as an application from a new student.
FINANCIAL ISSUES: TUITION, FEES, LOANS, & SCHOLARSHIPS

TUITION

TUITION DEPOSIT

Some graduate and professional schools at the University of Pittsburgh require tuition deposits to secure the admitted student’s place in the incoming class. These deposits are non-refundable and are applied toward the student’s first term tuition costs. The schools that require deposits and the specific amounts are as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katz Graduate School of Business</td>
<td></td>
</tr>
<tr>
<td>MBA Program</td>
<td>$200</td>
</tr>
<tr>
<td>PhD Program</td>
<td>$100</td>
</tr>
<tr>
<td>School of Dental Medicine</td>
<td>$500</td>
</tr>
<tr>
<td>School of Health and Rehabilitation Sciences*</td>
<td></td>
</tr>
<tr>
<td>MPT Program</td>
<td>$250</td>
</tr>
<tr>
<td>School of Information Sciences</td>
<td>$100</td>
</tr>
<tr>
<td>School of Law</td>
<td></td>
</tr>
<tr>
<td>Due April 15</td>
<td>$200</td>
</tr>
<tr>
<td>Due June 15</td>
<td>$300</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>$100</td>
</tr>
<tr>
<td>School of Nursing (Anesthesia)</td>
<td>$250</td>
</tr>
<tr>
<td>Graduate School of Public and International Affairs</td>
<td>$200</td>
</tr>
<tr>
<td>Graduate School of Public Health</td>
<td>$100</td>
</tr>
</tbody>
</table>

* NOTE: The other programs in the School of Health and Rehabilitation Sciences (MA, MS, and PhD) do not require a tuition deposit.

FULL TUITION

Graduate students enrolled for nine to 15 credits during the Fall and Spring Terms are considered full-time and pay a flat tuition rate. Students enrolled for one to eight credits are considered part-time and pay for individual credits. Students enrolled in the Summer Term also pay for individual credits, regardless of how many credits are taken (The Katz Graduate School of Business is an exception: full-time MBA students pay a flat rate in the Summer Term). See Deferred Payments and Payment Adjustments sections below for information regarding tuition payment plans.

Tuition rates are school specific. Students pursuing two degrees or a degree and a certificate simultaneously must list one as the primary academic program and may list the other as a secondary academic program on the registration form; students are billed at the tuition rate of the primary academic program. Please refer to the tuition rate for the school in which you are enrolled. The University’s tuition chart is online at http://www.ba.pitt.edu/irweb/tuition/tuithmpg.htm.

RESIDENCY/REDUCED TUITION

Students who reside in the Commonwealth of Pennsylvania may be eligible for reduced tuition through state appropriations (see Eligibility for Reduced Tuition below). Eligibility is determined by criteria outlined in the University of Pittsburgh Guidelines for Determining Eligibility for Reduced Tuition Rates, available online at http://www.bc.pitt.edu/sfs/paycenter.htm#TF.

ELIGIBILITY FOR REDUCED TUITION

Assessment of full tuition or reduced tuition is based on whether the student is a permanent resident of the Commonwealth of Pennsylvania. Full tuition is charged to non-residents. A student who has lived in Pennsylvania for a continuous period of 12 months before enrollment in any institution of higher education in the state may be eligible for reduced tuition. The student must be a citizen of the United States or have an immigrant or permanent visa. For a student less than 21 years of age, both the student and parent(s) or legal guardian(s) must meet the residency requirements for eligibility.

FINANCIAL OBLIGATION OF STUDENTS

The University of Pittsburgh has the right to withhold services if a student defaults on any financial obligation until repayment arrangements have been made that are satisfactory to the office or department to which the debt is owed.

FEES

MANDATORY FEES

The following are mandatory fees assessed to students each term (current rates are available online at http://www.ba.pitt.edu/irweb/tuition/tuithmpg.htm):

- Student Activity Fee
- Student Health Fee
- Computer and Network Service Fee
- Security, Safety, and Transportation Fee

SPECIAL SERVICE FEES

These fees may be charged for University transactions that are processed beyond deadlines, due dates, and specified time limits.

COURSE FEES

Certain courses have fees associated with enrollment in the course. These courses are identified in the Schedule of Classes and Course Descriptions. The Schedule of Classes is online at http://www.pitt.edu/~srfsweb/crinPgCrsInfo.htm.

PROGRAM FEES

Certain graduate and first-professional programs have fees associated with enrollment in the program. These are typically fees for equipment or required insurance. See the Schools, Departments, and Programs section of this bulletin for more information.
FINANCIAL AID

Financial assistance for graduate students can be provided in the form of teaching and research appointments, fellowships, traineeships, tuition scholarships, and loans. The type of aid available depends on the school or program to which the student is admitted; students are encouraged to contact their school directly for more information about the types of financial assistance available. Admission to graduate study does not necessarily carry any implications concerning the award of financial aid.

TEACHING AND RESEARCH APPOINTMENTS

Students may receive financial support as teachers or researchers in their respective programs. In these positions, students are either teaching assistants (TAs), teaching fellows (TFs), graduate student assistants (GSAs), or graduate student researchers (GSRs). These appointments are generally for two terms at a time; guidelines covering these appointments and their current salary ranges are available through links from the University’s Graduate Studies Web page at http://www.pitt.edu/~graduate/. In recognition of academic merit, the University offers TA/TF/GSA/GSR scholarships including tuition, fees (excluding the student activity fee), and individual medical insurance coverage. TAs/TFs/GSAs and GSRs can also purchase family medical coverage (for spouse and/or dependent children) by paying the difference between the premium costs for the individual option and the family option.

The University’s policy concerning Teaching Assistants and Teaching Fellows, dealing with appointments, reappointments, terminations, benefits, and responsibilities, is contained in the University TA/TF/ GSA Policy Statement, sent to all new Teaching Assistants. The University’s policy concerning Graduate Student Researchers is contained in the University GSR Policy Statement, sent to all new GSRs. The Teaching Assistant/Teaching Fellow/Graduate Student Assistant Policy Statement can also be found on page 28 of this bulletin under Rights and Responsibilities, and the University Graduate Student Researcher Policy Statement can be found on page 27.

Students receiving these academic appointments must follow the relevant University policies as they apply to faculty and staff of the University of Pittsburgh; see Rights and Responsibilities section of this bulletin for details. For more information on what teaching and research positions may be available in a given program, see the relevant information in Schools, Departments, and Programs.

TEACHING ASSISTANTS (TA)

Teaching Assistants (TAs) are graduate students who have not qualified for an appointment as a teaching fellow. The duties of a TA might include teaching recitation sections, monitoring quizzes, assisting in laboratory instruction, or participating in related activities involving undergraduate programs. Full appointments usually require approximately 20 assigned hours per week.

TEACHING FELLOWS (TF)

Teaching Fellows (TFs) are graduate students more educationally advanced or experienced than a TA, typically holding the equivalent of a master’s degree. The salaries for TFs are slightly higher than those for TAs. Full appointments usually require approximately 20 assigned hours per week.

GRADUATE STUDENT ASSISTANT (GSA)

Graduate Student Assistants (GSAs) are graduate students who perform duties to assist in the educational or research mission of the University, but do not teach classes, recitations, or labs. GSAs might assist a faculty member in library research, editorial duties, or similar academic tasks. Full appointments usually require approximately 20 assigned hours per week.

GRADUATE STUDENT RESEARCHER (GSR)

Research grants funded by government and private agencies provide a variety of full- and part-time research positions for graduate students. Most, but not all, of the GSR positions, which are also referred to as Graduate Research Assistants, are in projects that are directly related to the thesis or dissertation research of the student; all provide the student with valuable research training and experience.

FELLOWSHIPS AND TRAINEESHIPS

There are a variety of fellowships and traineeships available from the University of Pittsburgh and many other organizations that provide funding to students needing financial assistance and/or showing evidence of academic excellence. These awards may include a stipend, a tuition scholarship, health care coverage, or all three. Among the fellowships available from the University to students across a broad range of disciplines are the following:

PROVOST’S DEVELOPMENT FUND

This program is intended to provide financial support and development opportunities for women and disadvantaged students pursuing the doctorate or professional degree that would qualify them for an academic or administrative appointment. Financial assistance will be made available on the basis of need and merit. Any U.S. citizen or permanent resident who is enrolled in or admitted to a graduate program at the University is eligible. Ideally, the candidate would be in the advanced stages of the PhD program so that support for one year would complete the program. Applications are available from the Office of the Provost, 801 Cathedral of Learning, or online at http://www.pitt.edu/~cedeno/pdfapp99.html.

OWENS FELLOWSHIPS

A bequest of Samuel T. Owens Jr. makes fellowships available at the University of Pittsburgh for needy students who show promise of high academic achievement. These fellowships carry an annual stipend of $2,000. The fellowships may be used in payment of tuition, books, and living expenses during the academic year for which the award is granted. Owens Fellowships are not available for a single term. Application forms are available in the University Office of Admissions and Financial Aid, Masonic Temple, Pittsburgh, PA 15260, (412) 624-7488. The deadline for application is usually in April.

For more information on specific fellowships and traineeships available to students in a particular program, see the Schools, Departments, and Programs section of this bulletin.

SCHOLARSHIPS

Scholarships from the University of Pittsburgh are a form of merit- and need-based financial aid. Outside scholarships are also applied toward tuition and other mandatory educational expenses. Scholarships do not have to be repaid.
STAFFORD LOANS

Stafford Loans are long-term, low interest rate loan programs available to degree-seeking students enrolled on at least a half-time basis. The amount of the loan is dependent upon financial need, but for a graduate student it could be as high as $18,500 per academic year. While there is no deadline for applying, Stafford Loans can take as many as 60-90 days to be approved; therefore, students who intend to start graduate school in the Fall Term should start the loan process no later than May 15.

Financial aid application procedures are outlined in the University of Pittsburgh’s Financial Aid Booklet and online at http://www.pitt.edu/~oaf. Information on Stafford Loans is available online at http://www.finaid.org/loans/studentloan.phtml; the University’s Graduate Admissions and Financial Aid site (http://www.pitt.edu/~graduate/admissions.html) includes links to loan information for graduate students.

LIFETIME LEARNING TAX CREDITS

Taxpayers are eligible to claim a non-refundable Lifetime Learning Credit against their federal income taxes for the qualified tuition and related expenses of students who are enrolled in eligible educational institutions. Through 2002, the amount that may be claimed as a credit is equal to 20 percent of the taxpayer’s first $5,000 of out-of-pocket qualified tuition and related expenses for all the students in the family. After 2002, the credit amount is equal to 20 percent of the taxpayer’s first $10,000 of out-of-pocket qualified tuition and related expenses. Qualified tuition and related expenses for graduate-level education are eligible for the Lifetime Learning Credit.

For more information on Lifetime Learning Credits, see http://www.ed.gov/init/hoq/q/na/sec2.html.

DEFERRED PAYMENTS

AID DEFERRALS

Once students have applied for and been notified of financial aid eligibility, they may defer payments by obtaining a Financial Aid Deferral form in the Office of Admissions and Financial Aid and then submitting the form to the Student Payment Center. Whether a deferral of aid is allowed is dependent upon the type of aid awarded.

DEFERRED TUITION PAYMENT PLAN

Students in good financial standing with the University and registered during the Fall, Spring, or Summer Terms for three or more credits are eligible to participate in a deferred tuition payment plan to pay current term charges in three installments. First-time participants in the plan must make these arrangements in person at the Student Payment Center. Thereafter, participants may elect a mail option.

There is a $20 fee each time a student sets up a payment plan, and an interest charge of 1% monthly on the unpaid principal is added to the remaining two installment payments. For more information on the deferred tuition payment plan, please contact the Student Payment Center via E-mail at payment@sfs.pitt.edu or online http://www.bc.pitt.edu/sfs/paycenter.htm.

PAYMENT

University statements may be paid by cash, check, or credit card; however, cash cannot be mailed or dropped into the Student Payment Center’s depository. The University accepts Discover, MasterCard, and Visa credit card payments in person, by mail, or telephone. The Student Payment Center is located in room G-7 of Thackeray Hall. The mailing address is P.O. Box 371998, Pittsburgh, PA 15250-7998, and the phone number is (412) 624-7550.

Due dates are clearly designated on billing statements and are always the 17th of the month. Failure to pay the amount due (or to arrange a deferred tuition payment plan by the due date) will result in a late payment fee for students without a valid deferral.

If students who have a tuition scholarship (for example, via a TA/TF/GSR/GSA appointment) receive a tuition statement indicating that their tuition has not been paid, they should immediately contact the school or department administering the scholarship for assistance in correcting the error.

CHECK AND CREDIT CARD ADJUSTMENTS

As appropriate, payment made by check may be refunded to students. Adjustments to credit cards are made to the payer’s credit card account and will be reflected on the Discover, MasterCard, or Visa monthly statement.
CAMPUS FACILITIES & STUDENT SERVICES

ACADEMIC RESOURCES

The University of Pittsburgh has a wide variety of academic resources that provide the infrastructure to aid students with their research and computing needs.

UNIVERSITY LIBRARY SYSTEM

271 Hillman Library
(412) 648-7710
E-mail: feedback@library.pitt.edu
Web site: http://www.library.pitt.edu

The University Library System (ULS) of the University of Pittsburgh is represented by 14 libraries located on the Pittsburgh campus, the Allegheny Observatory Library, the Archives Service Center, and a storage facility at UPARC in Harmarville. The ULS is a member of the Association of Research Libraries (ARL), the Oakland Library Consortium (OLC), and Pennsylvania Academic Library Connection, Inc. (PALCI). Through membership in several Pennsylvania consortia of libraries, cooperative borrowing arrangements have been developed with other Pennsylvania institutions.

Other University of Pittsburgh libraries include the Barco Law Library and the Health Sciences Library System (see below for detail), both located in Pittsburgh, as well as the four regional campus libraries—Bradford, Greensburg, Johnstown, and Titusville.

The University of Pittsburgh libraries and collections provide an abundant amount of information and services to the faculty, students, staff, administrators, and researchers of the University. In fiscal year 1999, the University’s collections totaled nearly four million volumes, nearly four million pieces of microforms, and 26,000 subscriptions (these subscriptions include more than 24,000 print subscriptions and nearly 2,000 electronic journals). Also, through the Graduate and Professional Student Association (GPSA), interlibrary loan grants of up to $25 a year are available to all graduate and professional students at the University to help offset the increasing costs of interlibrary loans between University of Pittsburgh libraries and those on other campuses. (See http://www.pitt.edu/~gpsa2/)

Under the administration of the University Librarian, the University Library System (ULS) includes the following libraries and collections:

- Darlington Memorial
  - American History
- Engineering
- Fine Arts
- Information Sciences
- Langley
  - Biological Sciences
  - Neuroscience
  - Psychology
- Mathematics
- Music
- Physics/Astronomy
- Public and International Affairs/Economics

The Hillman Library is the largest library facility with seating for 1,530 users. It offers an open stack arrangement and an extensive range of library services. In addition to the main collection, which is comprised primarily of humanities and social sciences subject areas, the Hillman Library is comprised of seven other libraries and collections, maps, national, and international newspapers, and microform facilities.

PITTCAT is the University of Pittsburgh’s online library catalog, offering author, title, subject, and keyword access to materials in all University libraries. PITTCAT currently contains bibliographic holdings and circulation information for more than three million titles, representing most of the book and periodical collections in all University libraries. In addition, the University libraries provide access to many remote resources for University of Pittsburgh faculty, students, and staff, including Digital Dissertations, EBSCOhost, InfoTrac, CIS Compass, MUSE, JSTOR, Science Direct, Web of Science, netLibrary, and numerous other electronic journals. PITTCAT and the other databases are available through the ULS Web site at http://www.library.pitt.edu.

BARCO LAW LIBRARY

The Barco Law Library, occupying three floors of the five-story Law School Building, is available to anyone needing to use its resources for legal research purposes. Likewise, the Government Document collection is available for use by the public at large. Call (412) 648-1323 for more information or see the library’s Web site at http://www.law.pitt.edu/library.

HEALTH SCIENCES LIBRARY SYSTEM

The Health Sciences Library System (HSLS) at the University of Pittsburgh is comprised of three distinct libraries that support the educational, research, patient care, and service activities of the schools of the health sciences (Medicine, Dental Medicine, Pharmacy, Health and Rehabilitation Sciences, Nursing, Public Health) and the UPMC Health System. This library system includes the Falk Library, the Nursing Collection in the Learning Resources Center of the School of Nursing, and the Western Psychiatric Institute and Clinic (WPIC) Library.

Falk Library of the Health Sciences serves as the flagship of the HSLS. It is located on the second floor of Seabre Hall. The library houses
more than 300,000 print volumes and receives approximately 2,000 journal subscriptions. The Falk Library collection also includes a special History of Medicine collection. In addition to the library’s print collection, the Computer and Media Center (CMC) includes videotapes, audiotaapes, more than 100 public computers, and over 300 microcomputer software packages.

WPIC Library is one of the world’s most comprehensive resources in psychiatry and the behavioral sciences, with approximately 70,000 books, 420 journals, and 600 audio tapes. The WPIC Library collection also includes 550 videotapes held at the Benedum Audiovisual Center. The Nursing Library is located on the second floor of Victoria Hall and includes about 10,000 books and 150 journal titles.

HSL Online, a digital clinical library, offers access through the World Wide Web to current biomedical databases, full-text journals, major full-text clinical and subspecialty textbooks, clinical practice guidelines, and current drug and toxicology information. HSL Online includes the following databases and information services: MEDLINE, AIDSLine, CancerLit, Bioethicsline, HealthStar, CINAHL, PsychINFO, Evidence-Based Medical Reviews, Micromedex, MDConsult, STAT!Ref, Harrison’s Principles of Internal Medicine, Lippincott’s Primary Care Online, and Scientific American Medicine Online.

For information about the Health Sciences Library System and its resources, or to access HSL Online, see http://www.hsls.pitt.edu/, or E-mail medlibq+@pitt.edu.

CONTACT INFORMATION
728 Cathedral of Learning
Phone: (412) 624-4357
Web site: http://technology.pitt.edu/

Computing Services and Systems Development (CSSD) is the comprehensive service center for the University of Pittsburgh’s computing support and systems development environment. A number of those services provided by CSSD are detailed below. For a full discussion of CSSD’s services, consult the Web page listed above.

CAMPUS COMPUTING LABS
CSSD operates six primary computer labs on the Pittsburgh campus, providing students with access to Intel, Macintosh, and UNIX workstations and an array of software applications needed to fulfill the demands of students’ academic endeavors. The six computing labs are located at 1077 Benedum Hall, G27/G62 Cathedral of Learning, 1E01 Posvar Hall, First Floor Hillman Library, 230 David Lawrence Hall, and C114 Sutherland Hall. The 230 David Lawrence Hall lab is open 24 hours a day, seven days a week. For hours of operation for all campus computing labs, please call (412) 624-5061.

NETWORK AUTHORIZATION ACCOUNTS
All enrolled students are eligible for a network authorization account (NAA). The NAA will permit a student to establish a user ID and a password to provide access to the University’s network resources, a Mulberry E-mail account, the Internet/WWW, the University Library System’s PITTCAT system, and a printing allowance at the campus computing labs. All students who wish to use the University computing resources, including the ability to access their schedules and grades online or to shop at the e-Store, must have a network authorization account. Accounts are issued at any of the campus computing labs. Password re-set and other account modifications must be made between 8:30 a.m. and 5:00 p.m. at the Accounts Office at the 230 David Lawrence Hall lab. Please contact the CSSD Help Desk at (412) 624-HELP (624-4357) for assistance with accounts.

NETWORK PORT CONNECTIVITY
Students can access the University’s network from home with their network authorization account and a modem through the remote access modem pool. Please contact the CSSD Help Desk at (412) 624-HELP (624-4357) for assistance.

COMPUTER CONSULTING SERVICES
CSSD has a staff of skilled information technology (IT) professionals who are available to help troubleshoot problems 24 hours a day; seven days a week. CSSD consultants are available to help with problems such as network connectivity, software difficulties, or even hardware malfunctions. Please call the CSSD Help Desk at (412) 624-HELP (624-4357) for assistance.

COMPUTER SALES AND DIGITAL CERTIFICATION
University of Pittsburgh students, faculty, and staff have access to the e-Store, an online retail provider of hardware, software, and peripherals, for their computing needs. Shopping at the e-Store requires a network authorization account and a digital certificate ID. Please see the e-Store’s Web site at http://e-Store.pitt.edu/ for University-recommended computer systems and for instructions on obtaining a digital certificate. Call the CSSD Help Desk at (412) 624-HELP (624-4357) for more information.

COMPUTING WORKSHOPS AND TRAINING
CSSD offers Quickstart classes, a series of short courses designed to orient new and experienced users to the University’s network, the Mulberry E-mail environment, and the selection of software applications available in the campus computing labs. CSSD also offers a selection of Java and Microsoft certification courses for students. For additional information and a schedule of classes, please see the CSSD Workshop site at http://www.pitt.edu/~workshop or call the CSSD Help Desk at (412) 624-HELP (624-4357).

NETWORK SERVICES
The Network Services area of CSSD is responsible for the development and maintenance of the University’s information technology network supporting voice, video, and data. The backbone of the University-distributed computing services is PittNet, a network based on Ethernet technology that serves the diverse communications needs of the entire University community. For additional information, please see the Network Services site at http://technology.pitt.edu/network/index.html or call (412) 624-4357.

RESEARCH AND ACADEMIC SUPPORT
A number of centers at the University support teaching, research, and academic skills for graduate students in a variety of fields. Those centers are detailed below in alphabetical order.

CENTER FOR BIOTECHNOLOGY AND BIOENGINEERING
The Center for Biotechnology and Bioengineering is a leading center for research in biology and bioengineering. The center’s headquarters, a new 80,000 square foot building located in a high-technology business park near the University, houses 100 researchers actively pursuing projects in the center’s main programs in applied enzymology, cell culture, biomaterials, gene therapy, and artificial organs. The center’s goals include training new generations of scientists; accelerating the process of innovation in biotechnology and...
bioengineering; and providing assistance to the industrial community through industrially supported applied projects.

For more information on the center, call (412) 383-9700 or see the center’s Web site at http://www.pitt.edu/~biotech/.

CENTER FOR INSTRUCTIONAL DEVELOPMENT & DISTANCE EDUCATION (CIDDE)
The Center for Instructional Development & Distance Education (CIDDE) was established to strengthen the instructional development and support services available to faculty and teaching assistants. The Center enables faculty to identify and use technology and other instructional resources available to them.

CIDDE provides faculty and teaching assistants with a primary contact point for many of the instructional services they need, and it also assists in developing and supporting distance education programs and courses. CIDDE also hosts an orientation for new TAs each fall and provides ongoing training seminars for teaching assistants wanting to develop their teaching skills. For more information, visit CIDDE at 4227 Fifth Avenue (Masonic Temple), call (412) 624-3335, or visit CIDDE’s Web site at http://www.pitt.edu/~ciddeweb/.

CENTER FOR PHILOSOPHY OF SCIENCE
The Center for Philosophy of Science promotes scholarship and research, encourages scholarly exchanges, and fosters publications in the philosophy of science as well as in the philosophically informed history of science and related fields. The center is dedicated to bridging the gulf between the sciences and the humanities by helping to develop and disseminate a philosophical understanding and appreciation of the sciences. The center pursues its mission not only locally and regionally, but also nationally and internationally. The center sponsors a visiting fellows program, an annual lecture series, a number of colloquia and workshops, and a variety of other programs. Like other centers at the University of Pittsburgh, the Center for Philosophy of Science is a unit for research rather than teaching. For more information on the center, visit the center in room 817 of the Cathedral of Learning, or on the Web at http://www.pitt.edu/~pittcntn/.

ENGLISH LANGUAGE INSTITUTE
The English Language Institute (ELI) provides credit-bearing English as a Second Language (ESL) courses for students admitted to the University’s degree programs, as well as intensive instruction in ESL for people who need to meet proficiency requirements to enter a university. Credit courses are offered in speaking, writing (including the research paper), and reading/vocabulary. Through the School of Engineering, a technical writing for ESL graduate course is provided. During the summer, the ELI offers five-week ESL programs for students entering MBA and MPIA graduate programs. Non-credit courses cover reading, writing, listening, speaking, and grammar. For more information, call (412) 624-5901, E-mail elipitt+@pitt.edu, stop by room 2816 Cathedral of Learning, or visit the Institute’s Web site at http://www.eli.pitt.edu.

INSTITUTIONAL REVIEW BOARD
The Institutional Review Board (IRB) is charged with overseeing and approving all research at the University involving humans as subjects. For more information on the IRB’s policies and practices, call (412) 692-4370 or see the IRB’s Web site at http://www.ofres-hs.upmc.edu/irb/irb.htm.

LEARNING RESEARCH AND DEVELOPMENT CENTER (LRDC)
The Learning Research and Development Center (LRDC) is a multidisciplinary research center whose mission is to understand and improve learning by children and adults in the organizational settings in which they live and work: schools, museums, and other informal learning environments, and workplaces.

Fields of research include: processes of learning; learning in schools and museums; education improvement; education policy and practice; learning and technology; and learning and work. For more information, visit the center’s Web site at http://www.lrdc.pitt.edu.

LEARNING SKILLS CENTER
The Learning Skills Center (LSC) offers free learning support services for University of Pittsburgh students, staff, and faculty. The math component provides tutoring for the University’s introductory math courses and individual consultation for improving study strategies and confidence in math. Individual and group study skills services are available through the study skills component. In the study skills workshop, students learn, discuss, and practice strategies for improving textbook reading, lecture note taking, memory, time management, and test performance. Individual appointments can also be made for general study skills, for suggestions on how to study specific subjects, or for help in reducing test anxiety.

Supplemental Instruction groups are conducted by the LSC for traditionally difficult introductory courses to give students the opportunity to learn and practice effective study strategies while studying the content of the course. The reading component provides diagnostic services, individualized programs in comprehension and vocabulary, and speed reading workshops.

For more information, contact the center at (412) 648-7920, room 311 William Pitt Union (open Monday through Friday from 8:30 a.m. to 5:00 p.m. and some weekday evenings), or see http://www.lsc.pitt.edu.

OFFICE OF MEASUREMENT AND EVALUATION OF TEACHING (OMET)
The Office of Measurement and Evaluation of Teaching (OMET) provides services to the University community related to student evaluation of teaching, the scoring of objective classroom tests, the administration of paper-and-pencil and computer-based admission and certification examinations, and consultation regarding research design and analysis. Instructors teaching a class, lab, or recitation can receive student feedback about their teaching by completing a request form that is available in both their respective departments and in G-39 CL (call 624-6147 for information). Information about test scoring and administration is available in G-33 CL (call 624-6440). OMET’s Web site is located at http://www.pitt.edu/NewPittInfo/omet.html#stu.

OFFICE OF RESEARCH
The Office of Research is charged with administrative responsibility for all University research and related activities involving extramural sponsorship. The Office of Research serves as both a center of advocacy for research and related activities and a facilitator of the research environment. The functional areas supported by Office of Research staff include information services on potential sources of funding, project and proposal development assistance, and grants and contracts administration for both pre-award and selected post-award tasks. All funding proposals submitted by University personnel must be transmitted to and reviewed by Office of Research staff to assure adherence to internal and external policies and procedures. For more information on the office’s services, call (412) 624-7400, visit 350 Thackeray Hall, or see http://www.pitt.edu/~offres/.
UNIVERSITY CENTER FOR INTERNATIONAL STUDIES (UCIS)
The University Center for International Studies (UCIS) is the central coordinating and support mechanism for the international activities of the University of Pittsburgh. As a University-wide center, UCIS supports multidisciplinary programs of research and instruction in international and area studies, linking departments and schools of the University. It connects the University with private and public sector institutions, other universities, and institutions in other countries to strengthen the University’s international dimension of teaching, research, and public service. UCIS aids students in their acquisition of international knowledge through certificate programs, study abroad programs, curriculum developments, and seminars; assists faculty in their international research, teaching, and service; and develops and manages international programs and projects. The center offers graduate certificate programs through its four area studies centers (Asian Studies, Latin American Studies, Russian and East European Studies, and West European Studies), all of which are designated by the federal government as National Resource Centers. Area studies certificates give evidence of language proficiency and area knowledge, which students find useful for international careers or for advanced degrees with a focus in a particular world area.

For more information, contact UCIS at 4G Posvar Hall, (412) 648-7390, or [http://www.ucis.pitt.edu/index.html](http://www.ucis.pitt.edu/index.html).

UNIVERSITY CENTER FOR SOCIAL AND URBAN RESEARCH (UCSUR)
Established in 1972 to carry out basic and applied social science research, the University Center for Social and Urban Research (UCSUR) is a focal point for collaborative interdisciplinary and multidisciplinary studies. Faculty from the University’s Faculty of Arts and Sciences and the professional schools participate in UCSUR’s research programs. More than 60 federal, state, and local agencies, and foundations support the basic and applied research of the Center.

UCSUR is the major survey research facility at the University of Pittsburgh. The center provides opportunities for faculty collaboration in the development of research projects. It also provides state-of-the-art survey research facilities and other services to assist in formulating and executing research projects; information and technical services for local governments, community groups, and educational institutions; and primary and secondary data acquisition and analysis.

UCSUR is a Pennsylvania State Data Center research affiliate responsible for helping local academic institutions, businesses, governments, and other organizations in Southwestern Pennsylvania access and analyze U.S. Bureau of the Census data.

For more information on UCSUR, call (412) 624-5442 or see [http://www.ucsur.pitt.edu/](http://www.ucsur.pitt.edu/).

WRITING CENTER
The Writing Center, located in the University’s English department, offers tutoring assistance for students who need help with their writing in any class. Tutors will help solve writing problems with students but will not edit or write text. Students may drop in any time, but it is best to call for an appointment. The Writing Center is open Monday through Friday and also has some evening hours. For more information, call (412) 624-6556, stop by room 501 Cathedral of Learning, or see [http://www.pitt.edu/~englweb/writecent.html](http://www.pitt.edu/~englweb/writecent.html).

SERVICES FOR NEW TEACHING ASSISTANTS
The University has a variety of support mechanisms for new teaching assistants to help them develop and improve their teaching skills. Each fall, the Center for Instructional Development & Distance Education (CIDDE) hosts an orientation for new TAs. The program includes required workshops led by experienced TAs and faculty on promoting academic integrity and creating an inclusive classroom. Elective workshop topics address issues such as teaching in labs, teaching recitations, and dealing with difficult situations. A panel of professors and students describe the University’s undergraduate population to new TAs. For registration information, call (412) 624-6671. CIDDE also publishes a Teaching at Pitt handbook that includes helpful information for new TAs.

Also, CIDDE and the Office of Measurement and Evaluation of Teaching (OMET) provide further training and evaluation for teaching assistants (see above for detail on CIDDE and OMET).

HOUSING
Pittsburgh has a number of pleasant residential neighborhoods with private homes that have been converted to apartments. Many graduate and professional students live in Oakland, where the University is located, or in the surrounding neighborhoods of Shadyside, Squirrel Hill, Highland Park, and Mount Washington. All of these areas are within walking distance or easy commuting distance of the University. Public bus transportation is widely available and is free (inside Allegheny County limits) to University students.

Ruskin Hall is the only residence hall on campus for graduate students. It is designated as living space for graduate students studying medicine, law, or other health-related professionals. Students interested in Ruskin Hall should contact the Property Management Department (see below).

HOUSING RESOURCE CENTER
The Housing Resource Center provides assistance to students, staff, and faculty in identifying, renting, leasing, or purchasing suitable living accommodations. The Housing Resource Center provides the following: information on University-owned apartments; an apartment roommate matching service; a sublet service; maps of Pittsburgh and surrounding areas; rental tips; campus shuttle schedules; free local telephone service to contact landlords; and listings of apartments inspected and approved by the City of Pittsburgh. Call (412) 624-6998, visit the office at 127 North Bellefield Street, or see [http://www.pitt.edu/~property/hrc.html](http://www.pitt.edu/~property/hrc.html).

PROPERTY MANAGEMENT
The Department of Property Management manages several off-campus apartment buildings near the University for students, faculty, and staff. For more information on the buildings and how to make a rental application, call (412) 624-9900, visit the office at 127 North Bellefield Avenue, or see [http://www.pitt.edu/~property/pm.html](http://www.pitt.edu/~property/pm.html).
STUDENT RESOURCES

The University is committed to providing a high quality of life for its students and towards that end supports a variety of offices and activities designed to aid students in realizing their potential and having a fulfilling campus life.

AFFIRMATIVE ACTION

In addition to its work with developing, implementing, and monitoring the University’s affirmative action program, the Office of Affirmative Action is responsible for receiving, investigating, and mediating complaints from any members of the University community who believe they have been discriminated against or harassed on the basis of their race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Individuals may request information and advice anonymously if they wish. The privacy of all parties will be respected. The office is located in room 901 of the Cathedral of Learning and the phone is (412) 648-7860. See http://www.hr.pitt.edu/general/Affirm.htm for further information on the office’s services and the University’s affirmative action policy.

ATHLETICS

The University offers a variety of opportunities for students to participate in athletics on the intramural and club levels as well as on-campus facilities for group sports and individual exercise.

VARSITY SPORTS

The University offers nine varsity sports each for men (baseball, basketball, cross country, diving, football, soccer, swimming, indoor and outdoor track, and wrestling) and women (basketball, cross country, diving, gymnastics, soccer, swimming, tennis, indoor and outdoor track, and volleyball). For tickets, scheduling, or other information about these sports, call (412) 648-8200 or visit the Pittsburgh Panthers Web site at http://www.pittsburghpanthers.com.

INTRAMURAL AND CLUB SPORTS

New outdoor playing fields are available behind the renovated Cost Sports Center. Call (412) 648-8210 for more information or visit the intramural program’s Web site at http://www.pitt.edu/~soeforum/hpred/intramuels/Imexperi.html.

Sports clubs offer participation in a wide array of sports such as cycling, crew, hockey, and rugby. Contact the Student Organization Resource Center at 119 William Pitt Union, (412) 624-7116 for a complete list of sports clubs, or visit the club site at http://www.education.pitt.edu/intramurals/.

SPORTS FACILITIES

There are a variety of sports facilities available for use by individuals and groups. In Trees Hall, there are two swimming pools (call 412-648-8210 for pool information), a weight room, and courts for basketball, racquetball, handball, and squash. The Fitzgerald Field House also has two basketball courts and a 220-yard indoor track (call 412-648-8213 for schedule of available times). The Cost Center has nine indoor tennis courts, and fitness centers are available at Bellefield and Lothrop Halls. Bellefield Hall also has a swimming pool. The new Convocation and Events Center, scheduled to open on the Pitt Stadium site in 2001, will house a large student recreation and fitness center, among other amenities.

BOOK CENTERS

The University owns and operates two bookstores on campus: the Book Center and the Health Book Center. The Book Center, located at 4000 Fifth Avenue, carries textbooks for most University courses, as well as a general book selection, school supplies, and sundries such as art supplies, stationery, greeting cards, and calendars. Call (412) 648-1455 or see http://www.pitt.edu/~bookctr/ for more information. The Health Book Center, located at 3527 Forbes Avenue, carries all course books for the Schools of Medicine, Dental Medicine, Health & Rehabilitation Sciences, Nursing, Pharmacy, and Public Health. Call (412) 648-8915 or see http://www.pitt.edu/~bookctr/hbc.htm for more information.

CHILD CARE

The University Child Development Center provides care and early childhood education to children of faculty, staff, and students of the University of Pittsburgh. Children range in age from six weeks through six years and participate in a wide range of programs that include full- and part-time infant, toddler, and preschool options and full-day kindergarten. There is a school-age summer program as well. The center serves the University as a laboratory school and the greater community as a model of early childhood excellence. There is a lengthy waiting list and prospective parents are encouraged to put children on that list as soon as possible. It is acceptable to put an unconceived child on the list in the interest of prudent planning. The Center is located at 635 Clyde St. and is open from 7:00 a.m. to 6:00 p.m., Monday through Friday. For more information, call (412) 383-2100 or see http://www.hr.pitt.edu/ucdc/child.html.

COUNSELING CENTER

The University Counseling Center provides free, confidential services to all students. The staff consists of psychologists, psychiatrists, and career counselors. Services include individual counseling, group counseling and the Career Resource Center. Students may come to the center for assistance with problems of an emotional, social, marital, academic, or career nature. The Center is located in room 334 of the William Pitt Union and is open year-round from Monday through Friday from 9 a.m. to 5 p.m., with additional hours from 6:00 p.m. to 9:00 p.m. on Monday nights during the Fall and Spring Terms. Call (412) 648-7930 for an appointment or see http://www.pitt.edu/~counsel for more information.

DISABILITY RESOURCES AND SERVICES

The Office of Disability Resources and Services (DRS) provides a broad range of support and services to assist students with disabilities. Services include, but are not limited to, the following: tape-recorded textbooks, sign language interpreters, adaptive computer technology, Braille copy, and non-standard exam arrangements. DRS can also assist students with accessibility to campus housing and transportation. Contact the DRS at (412) 648-7890 (voice or TDD) in room 216 of the William Pitt Union, or see http://www.pitt.edu/~osaweb/drs/drs.html for more information.

FOOD SERVICES

The Department of Food Services operates several cafeterias and food courts on campus and administers a meal plan for students, including graduate and professional students. Cafeterias or food courts are located in the following University buildings: Tower A, Tower C, William Pitt Union, Cathedral of Learning, Sutherland Hall, Mervis
Hall, Benedum Hall, and Posvar Hall. Call (412) 648-2164 or see http://www.pitt.edu/~food/ for more information.

The University of Pittsburgh Medical Center also operates a cafeteria on the 11th floor of Scaife Hall.

HEALTH CARE AND STUDENT HEALTH SERVICE

All full-time students pay a Student Health Fee each term to cover a variety of services at the Student Health Service, which is located in Suite 500, Medical Arts Building, 3708 Fifth Avenue. The Student Health Service is a multi-service healthcare facility that offers outpatient clinical services, gynecology, and family planning, as well as comprehensive health education programs. Call (412) 383-1800 or see http://www.pitt.edu/~studhth for more information.

The University of Pittsburgh Pharmacy, located in the same suite as the Student Health Service, offers over-the-counter and prescription medication, often at lower prices than available elsewhere. Call (412) 383-1850 or see http://www.pitt.edu/~pitrxx for more information.

Students should have health insurance to protect themselves in the event of illness or injury. Also, some schools may require students to carry insurance as a condition of their enrollment, particularly when students may be in contact with blood-borne pathogens. A direct pay medical insurance plan, underwritten by MEGA Life and Health Insurance Company, is available to students registered at the University for three or more credits. While not a full-cover plan, this plan is designed to provide a student’s basic health care needs, including services not offered at the Student Health Service such as hospitalization and emergency care. Students may enroll in the MEGA plan only during certain enrollment periods. Applications, enrollment deadlines, and further information on the plan are available at the Student Health Service, Suite 500, Medical Arts Building, 3708 Fifth Avenue, Pittsburgh, PA 15260, (412) 383-1800, or by contacting the Office of Risk Management at (412) 624-0621.

Teaching Assistants, Teaching Fellows, Graduate Student Assistants, and Graduate Student Researchers with eligible academic appointments are currently eligible to enroll in a managed care plan. The University will cover the cost of this insurance for these eligible graduate students. Coverage is available for eligible spouses and dependents by paying the difference between the individual and dependent options through a monthly payroll deduction. Students supported by fellowships and traineeships may be eligible to purchase membership in this insurance plan by paying the full cost of the coverage through a monthly deduction.

ID CENTER

Every student, faculty, and staff member at the University must get an ID card from the ID Center, located in room 107 McCormick Hall. The PittCard is used to access a variety of campus buildings and to take advantage of on-campus services, including libraries, computer labs, student discounts, and the like. The card also affords access to off-campus benefits such as free bus rides on Port Authority Transit (see Parking and Transportation).

To obtain a PittCard, students must have registered for classes, and must present some form of photo identification, such as a driver’s license or passport. If a student does not have any photo identification, several forms of signature ID, such as credit or bank cards or a social security card must be presented. Students may also use a birth certificate as a form of non-photo identification.

There is no charge for the initial PittCard. However, there is a $20 replacement fee for lost, stolen, or damaged cards. Call (412) 624-7643 (624-7632 after hours) or see http://www.pitt.edu/~idcenter/index.html for more information.

INTERNATIONAL SERVICES

The Office of International Services provides services on matters relevant to international students and scholars. Among the services provided are the evaluation of foreign academic credentials for applicants to the University of Pittsburgh with education outside the United States; the issuance of visa documents; orientation for new international students; counseling on personal, social, and financial matters; information and advising on regulations of the Immigration and Naturalization Service and other government agencies, as well as the processing of documents for enrolled international students for travel and employment. To contact the Office of International Services, phone (412) 624-7120, fax (412) 624-7105, or E-mail ois@pitt.edu. The office’s mailing address is Office of International Services, 708 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260-5071.

PARKING AND TRANSPORTATION

The University provides a variety of parking and transportation services, both on and off campus, some of which are detailed below. For more complete information, call the University Department of Parking, Transportation, and Services’ 24-hour hotline at (412) 624-8800 or see http://p-and-t.parktran.pitt.edu/.

PARKING SERVICES

A limited number of parking permits are available for graduate and professional students living in Ruskin Hall and for those students who commute from off-campus. Permits are sold on a first-come, first-served basis. Daily student commuter parking is also available in several lots located throughout the campus. No permit is required for these facilities; charges are based on daily or hourly rates. Commuter students may also purchase parking permits at the Center for Biotechnology and Bioengineering, an off-campus lot connected to main campus by a shuttle. Evening/weekend student parking permits are available to those who do not need to park until after 3:50 p.m. on weekdays. For more information, contact the Parking Office, 204 Brackenridge Hall, (412) 624-4034.

RIDESHARING

Daily commuter students can save money by sharing a ride with other students. A free, computerized matching service is available to find names and phone numbers of others interested in sharing a ride. Call (412) 624-0687 for more information.

PITTSBURGH CAMPUS TRANSPORTATION SYSTEM

University of Pittsburgh students may ride all of the Pitt buses and shuttles for free by showing a valid University ID. In addition, students are permitted two guest riders (space permitting). Buses and shuttles normally have a 25- to 35-minute route. Detailed maps and time schedules are available in the lobbies of many campus buildings, libraries, and residence halls.

VAN CALL

An on-call Van Call is available from 7 p.m. until 3 a.m. Sunday through Wednesday, and from 7 p.m. until 5 a.m. Thursday through Saturday, to transport students from campus to a residence or from a residence to campus. This service is only available for those not on a fixed shuttle route and within the following area around the campus: South—Second
Avenue/Center for Biotechnology and Bioengineering parking; North—Baum Boulevard; West—Robinson/Craft Avenue; and East—Morewood Avenue. Van Call will also pick up students at the downtown Greyhound bus station on Sundays only. Students may call (412) 624-1700 to have the on-call van dispatched to their location.

PORT AUTHORITY
University of Pittsburgh students may ride any Port Authority bus, incline, or trolley within Allegheny County for free by showing their valid University ID card. Port Authority bus schedules are available at the Transportation Office in Forbes Pavilion, the Parking Office at Brackenridge Hall (room 204), and in the lobby of the William Pitt Union.

BICYCLE REGISTRATION PROGRAM
Registration of bicycles is recommended as a deterrent to theft, to help in the identification of lost or stolen bicycles, and to help the Department of Parking, Transportation, and Services better accommodate cyclists at the University. Registration is free. Bicycle rack parking is also free. Bicycle parking maps, regulations, and safety tips are available from the department. Bicycle lockers may be rented for $40 per term, plus a $10 refundable locker key deposit. Call (412) 624-0687 for more information.

PITT ARTS
PITT ARTS is a program designed to provide the University’s students with access to and information about the many cultural institutions in Pittsburgh. The program’s Web site gives information about a wide range of events in music, film, theater, visual arts, lectures, museums, and other cultural programming both on campus and in the city at large; it also provides information about volunteering for different cultural organizations in the city. PITT ARTS has programs designed for both resident and commuting students, including providing free access during the Fall and Spring Terms for all University students with a valid ID to several museums in Oakland: Phipps Conservatory and the Carnegie Museums of Art and Natural History.

PITT ARTS and the Department of Parking, Transportation, and Services also sponsor the Cultural Bus for the convenience of Pitt students every Sunday through the Fall and Spring terms. The Cultural Bus (number 17U) departs from the William Pitt Union, on Bigelow Boulevard, beginning at 12:00 noon. The 17U Cultural Bus takes students to some of Pittsburgh’s key cultural destinations, including the Andy Warhol Museum, Heinz Hall, the Senator John Heinz Regional History Center, the Mattress Factory, and the Carnegie Science Center. Schedules are available at the William Pitt Union Parking Office (204 Brackenridge Hall), and Transportation Office, 3525 Forbes Avenue, and online at the Parking and Transportation Web site: http://p-and-t.parktran.pitt.edu/.

For more information, visit PITT ARTS at http://www.pitt.edu/~pittarts/.

PLACEMENT SERVICE
Graduate and professional students should consult with their faculty mentors as well as departmental, program, or school placement services as their primary source for guidelines on career development specific to their discipline. As a secondary resource, the University Placement and Career Services, though mainly designed to assist undergraduates, has a variety of services that may be of use to graduate and professional students.

Placement and Career Services is designed to work with students at each step of the Pitt Pathway, a developmental model for career planning and implementation. Specific services that assist students in implementing their plan and beginning their job search include an on-campus recruiting program, a resume referral service, current job postings posted on the Web site and on job boards, and use of an alumni volunteer database entitled AlumNet. Placement and Career Services helps students establish contact with employers in the fields of business, government, health care, education, industry, and private research. A credential service maintains letters of recommendation files that are sent at the request of the student to prospective employers and graduate schools. PCS also maintains a part-time/summer job database for students interested in temporary or part-time work on and off campus. For more complete information on services provided by Placement and Career Services call (412) 648-7130, stop by room 224 William Pitt Union, or see http://www.placement.pitt.edu.

PUBLIC SAFETY
The Department of Public Safety provides police and security services to the University community. For emergency calls dial 811 from on-campus phones or (412) 624-2121 from off-campus phones. The University of Pittsburgh Police Department’s main headquarters is located in G1N30 Posvar Hall. For general information calls (non-emergency), dial (412) 624-4040. For more information on the Department of Public Safety, see http://www.pitt.edu/~police/.

SEXUAL ASSAULT SERVICES
The Office of Sexual Assault Services provides individual and group counseling designed to alleviate the trauma associated with sexual assault and sexual harassment. University of Pittsburgh students who have been sexually assaulted or who have experienced some form of sex discrimination are eligible for services. Emergency, medical, legal, and police support are provided. Students are assisted in negotiating course schedule or room changes and in obtaining medical, legal, and counseling resources available to them within the University and local communities.

The peer education program is an integral component of Sexual Assault Services. P.E.E.R.S. (Peer Educators for an Environment Free of Rape and Sexual Exploitation) is a volunteer student outreach program whose mission is to create an awareness of the dynamics of sexual assault on the Pitt campus, promote healthy relationships and effective communication, and reduce the occurrence of sexual victimization.

For more information, call (412) 648-7856, visit 926 William Pitt Union or see http://www.pitt.edu/~saserv, or call (412) 648-7844.

STUDENT GOVERNMENT
The Graduate and Professional Student Association (GPSA) is the official umbrella graduate and professional student organization at the University of Pittsburgh. GPSA is made up of graduate student organizations (GSOs) from each of the schools at the University. The purpose of GPSA is to represent both the academic and non-academic interests of all graduate and professional students and to provide student-initiated and student-controlled services. GPSA coordinates efforts with graduate student organizations from the different University graduate and professional schools and provides graduate student representation on key University-wide committees. The GPSA also has a limited amount of funding to support student scholarship, including funding for student travel to academic conferences, for
interlibrary loans, and for academic programs sponsored by individual schools within the University. For more information, see the GPSA Web site at http://www.pitt.edu/~gpsa2.

STUDENT ORGANIZATIONS

Over 250 certified student organizations provide a myriad of opportunities for extracurricular activity. In addition to student government, media, publications, and programming organizations, there are clubs for sports, recreation, performing arts, politics, religion, service, professional and academic pursuits, ethnic and cultural enrichment, and many other specialized interests. A complete list of certified student organizations is available from the Office of Student Activities (140 William Pitt Union, 412-648-7830, or see http://www.pitt.edu/~studact/).

SURVIVAL SKILLS AND ETHICS PROGRAM

The Survival Skills and Ethics Program sponsors a series of monthly workshops and activities designed to help train graduate and professional students in the skills necessary for success during and after their time at the University. These skills include the ability to communicate both orally and in writing, to learn and teach, to obtain and keep a job, to manage stress and time, and to behave responsibly. Graduate and professional programs often do not provide comprehensive training in all of these areas; the Survival Skills & Ethics Program encourages the development of mechanisms for assisting graduate and professional students in developing these skills. For more information on workshops and other services provided by the program, call (412) 624-7098, visit 4K57 Posvar Hall, or see http://www.pitt.edu/~survival/.

VETERANS SERVICES

The staff of the Office of Veterans Services assists veterans, war orphans, and veterans’ dependents in obtaining and using their VA educational benefits. In addition to these services, the office implements the VA work-study program. The staff serves as the veterans’ representative with the University, the Veterans Administration, and other related agencies. The office is located in room G-3 of Thackeray Hall. Call (412) 648-7885 or see http://www.pitt.edu/~srfsweb/vetPgVetServ.htm for more information.

WILLIAM PITT UNION

The William Pitt Union, built just over 100 years ago as the Schenley Hotel, has been extensively remodeled and renovated. The union is located across Bigelow Boulevard from the Cathedral of Learning and serves as the focal point for campus activities, student organizations, and the Division of Student Affairs. The union features a recreation center, arcade, food service, information service, art gallery, TV room, dance studio, lounges, meeting rooms, student organization offices, ticket office, dining rooms, and several multi-use spaces for programs. To reach the union’s information desk, call (412) 648-7815.
The quality of education that graduate students receive is greatly enhanced with good academic advising at all stages of their program. Given the diversity of these needs, each school and program must determine the best way to provide these services. Each program should have a document describing its view of good graduate advising practices and a clear policy on how good graduate advising is assessed and rewarded. For more information on academic advising at the graduate level, see Elements of Good Academic Advising at http://www.pitt.edu/~provost/advising.html.

Students are encouraged to consult with the individual school for school-specific advising services. In addition, the online Schedule of Classes can be a useful advising tool (see http://www.pitt.edu/~srfeweb/crselnPgCrsInfo.htm) in planning a course of study.

There are certain limitations on the credits that can be earned towards a graduate degree at the University of Pittsburgh. Those limitations are detailed below.

Students who have completed graduate courses in degree-granting graduate programs at other accredited institutions prior to admission to the University of Pittsburgh should submit official transcripts from those institutions at the time they apply so that the courses can be evaluated for transfer credit. In no case may the total number of credits transferred exceed the maximum number stated in the sections of this bulletin pertaining to advanced degree requirements. For more detail, see credit requirement information in the sections on Regulations Pertaining to Master of Arts and Master of Science Degrees, Professional Master’s Degrees, or Doctoral Degrees as well as the relevant program information in Schools, Departments, and Programs.

Grades (and quality points) are not recorded for credits accepted by transfer.

Transfer credits will not be accepted for courses in which a grade lower than B (QPA=3.00) or its equivalent has been received. No credit will be granted toward an advanced degree for work completed in extension courses, correspondence courses, courses delivered electronically, or those offered in the off-campus center of another institution unless those courses are approved for equivalent graduate degrees at that institution and the institution has an accredited program.

The completion of requirements for advanced degrees must be satisfied through registration at the Pittsburgh campus of the University of Pittsburgh. Graduate students already enrolled may, when approved in advance by their department and the dean, spend a term or more at another graduate institution to obtain training or experience not available at the University of Pittsburgh and transfer those credits toward the requirements for an advanced degree at the University of Pittsburgh. In such instances, neither the University nor any of its components is responsible for providing any financial assistance to the graduate student.

A substantial proportion of courses acceptable toward a graduate degree should be designed explicitly for graduate students. Introductory graduate-level (master’s-level) courses are numbered 2000-2999, and those at an advanced graduate-level (doctoral-level) are numbered 3000-3999. To be eligible for a master’s degree, a student must have completed at least four courses (12 credits) or one-half the total number of credits submitted for the degree, whichever is greater, at the graduate-level (2000 or 3000 series). Doctoral students must complete additional graduate-level courses as determined by his or her department or school. No lower-level undergraduate courses numbered 0001-0999 may be applied toward a graduate degree.

Some schools at the University offer credit by course examination. Each school authorized to offer graduate courses clearly specifies in its section of this bulletin whether or not students may obtain credit toward a degree in this fashion and, if so, for which courses. A school granting graduate credit for life or work experience will do so only through the option of credit by examination.

Students may register for graduate courses at Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris College under the Pittsburgh Council on Higher Education (PCHE) cross registration agreement. Such work, if approved in advance by the student’s advisor, will not be considered as transfer credit and may be counted for credit toward a graduate degree; the grade earned will be used in computing the student’s quality point average. See also Cross Registration in Registration section of this bulletin.

University of Pittsburgh undergraduate students with sufficient preparation are permitted to enroll in certain graduate courses at the University following procedures determined by each school. The graduate credits earned may be counted toward the undergraduate degree if approved by the student’s school. These may not be counted as credits toward a graduate degree except as noted below.

Undergraduate students who need fewer than 15 credits to complete requirements for the baccalaureate degree and who intend to continue study toward an advanced degree may be permitted during their final term to register for graduate courses that will later apply toward a graduate degree. The student must obtain written permission from the school of proposed graduate study that the courses may count when and if the student is admitted into the graduate degree program. This privilege should not be granted if the proposed total program exceeds a normal full-time load. Although these credits will appear
on the undergraduate transcript, they will not count toward fulfilling undergraduate degree requirements. They will be posted as advanced standing credits on the graduate transcript.

### REGISTRATION

#### REGISTERING FOR CLASSES

After being admitted to a graduate program, students may register for classes with their academic advisor. The registration period for a term or session is published in the University’s Schedule of Classes (see [http://www.pitt.edu/~srfsweb/crsinPgCrsInfo.htm](http://www.pitt.edu/~srfsweb/crsinPgCrsInfo.htm)), in course descriptions, on calendars (including the University’s Academic Calendar at [http://www.pitt.edu/~provost/calendar.html](http://www.pitt.edu/~provost/calendar.html)), and in numerous other publications.

Students registering for the first time are advised to complete registration well before the beginning of the term. Typically, the first day of classes is the last day for students to register. After the start of classes, registration for new and continuing students is permitted only in unusual circumstances and only with the written approval of the dean and the payment of a late registration fee.

Many students have the convenience of processing their registration form online in their school or advisor’s office. Students may also process their registration form in the Registration Office, G-1 Thackeray Hall.

Students are required to have the signature of their academic advisor on the registration form. The student’s signature on the registration form creates a financial obligation to the University of Pittsburgh. Once students have registered, they may view their class schedules online at [http://student-info.pitt.edu](http://student-info.pitt.edu).

### FULL-TIME AND PART-TIME STUDY

Students must be officially admitted to the University to be eligible to register for classes. Graduate students who register for nine to 15 credits in the Fall or Spring Term are full-time students and are assessed the tuition rate for their school (for detail, see [http://www.ba.pitt.edu/irweb/tuition/tuitionmpg.htm](http://www.ba.pitt.edu/irweb/tuition/tuitionmpg.htm)). A school may require students enrolled in a degree program to register for more than nine credits. Students who register for fewer than nine credits are part-time students and are billed on a per-credit basis. During the Summer Term and Summer Sessions, most students are billed on a per credit basis regardless of the number of credits taken. At the Katz Graduate School of Business, full-time MBA students are billed a flat rate in the Summer Term (since this is a one-year program, tuition is spread over three terms).

Doctoral students who have completed all credit requirements for the degree, including any minimum dissertation credit requirements, and are working full-time on their dissertations may register for full-time dissertation study, which carries no credits or letter grade but provides students full-time status. Students so enrolled are assessed a special tuition fee but are still responsible for paying the full-time computer and network, security/transportation, student health service, and activity fees. Students must consult with the dean’s office of their school for permission to register for full-time dissertation study.

### MAXIMUM CREDITS PER TERM

No student is permitted to register for more than 15 graduate credits without written permission from the dean of the academic center in which the student is pursuing a degree. Graduate students who register for more than 15 credits will be billed for each additional credit that exceeds their full-time tuition rate. Exceptions include the following:

- The **Katz Graduate School of Business** allows its full-time MBA students to register for up to 18 credits in the Fall and Spring Terms before additional per credit tuition charges apply.
- The **School of Law** has no maximum number of credits in its first-professional programs for billing purposes, but permission of the associate dean is required to register for more than 15 credits per term.
- The **Graduate School of Public Health** allows students pursuing the Master of Health Administration or the Master of Public Health in Environmental and Occupational Health to take up to 16 credits during their first year of study.
- The **School of Social Work** allows its students to register for 16 credits in the Fall Term before additional per credit tuition charges apply.

Individual schools and departments may restrict the maximum program of any or all of their graduate students.

### REGISTRATION STATUS AT GRADUATION

All graduate students must register for at least one credit or full-time dissertation study during the 12-month period preceding graduation (that is, must be on active status) and must be registered for the term in which they plan to graduate. Waivers may be obtained by submitting a written request to the registrar from the dean of the school. The request should be based on extenuating circumstances, e.g. inability of the student’s dissertation committee to meet during the final term when a student has given reasonable notice or the student has completed all degree requirements in a previous term.

### INACTIVE STATUS

Students who have not registered for at least one credit or full-time dissertation study (eligible doctoral students) during a 12-month period are transferred to inactive status and must file an application for readmission to graduate study (application fee required) before being permitted to register again. Students on inactive status cannot apply to graduate or take preliminary or comprehensive examinations. Also, students on inactive status are not eligible to use University facilities and should not expect to receive counseling from the faculty or active supervision by their advisor and committee.

### ADDING AND DROPPING COURSES

Students may add and drop course(s) only during the add/drop period. The dates for the add/drop period are listed in the University’s Schedule of Classes, in course descriptions, on calendars (including the University’s Academic Calendar at [http://www.pitt.edu/~provost/calendar.html](http://www.pitt.edu/~provost/calendar.html)), and in numerous other publications. Students who no longer wish to remain enrolled in a course after the add/drop period has ended may withdraw from the course or resign from the University. See [Monitored Withdrawal from a Course or Resigning from the University](http://www.pitt.edu/~srfsweb/crsinPgCrsInfo.htm).
AUDITING COURSES

With the consent of the school and instructor, students may choose to audit a course. To audit a course, a student must register and pay tuition for the course. The N grade is not counted toward graduation or the QPA.

CROSS REGISTRATION

Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, Robert Morris College, and the University of Pittsburgh offer graduate students the opportunity for cross registration in graduate programs in the five institutions in the Fall and Spring Terms. Credits earned by cross registration in graduate courses at Carnegie Mellon, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris College, when approved in advance by the student’s graduate advisor, are accepted as University of Pittsburgh credits for the purpose of the calculation of the quality point average and the completion of degree requirements. Each department at each institution retains the authority to establish the prerequisites for admission and the maximum enrollment in its own courses and to grant priority in registration to its own graduate students.

Cross registration is only available in the Fall and Spring Terms. Only full-time students may cross register. Students who cross register do not pay tuition to the host institution; however, they are responsible for any additional fees associated with the course such as laboratory fees, books, and the like. During the summer, students may attend for the course. The N grade is not counted toward graduation or the QPA.

MONITORED WITHDRAWAL FROM A COURSE

Students must process the Monitored Withdrawal Request form within the first nine weeks of the term in the fall and spring. Because summer sessions vary in length, students should check the summer Schedule of Classes for those deadlines. Students should check with the school offering the course for the last day to submit a Monitored Withdrawal Request form. The grade “W” will appear on the student’s grade report and transcript. There is no financial adjustment to students’ tuition or fee obligations involved in withdrawing from courses, but withdrawing may jeopardize satisfactory academic progress, financial aid, and assistantships or fellowships.

RESIGNING FROM THE UNIVERSITY FOR A SPECIFIC TERM

If students decide to drop all of their courses after the add/drop period has ended and before 60% of the term or session has been completed, they must resign from the University for that term. Official resignation from the University requires students to contact the Student Appeals Office. Students have several options. They may resign in person, by mail, or by calling (412) 624-7585 where students may leave a message 24 hours a day, including weekends and holidays. An R grade will appear on the student’s academic transcript. Tuition is prorated from the date of the student’s notification to the Student Appeals Office of the student’s desire to resign, unless 60% of the term has been completed, in which case there is no refund.

After the 60% point in time of the term or session has passed, students who wish to terminate their registration may process withdrawal from all classes only with the permission of their academic dean. If the reason for withdrawal is medical or psychological in nature, the academic dean may consult with the director of Student Health Service prior to making a determination. There is no financial adjustment associated with this procedure, which results in the assignment of W grades for the courses.

GRADING & RECORDS

QPA AND GPA

Quality Point Average (QPA) and Grade Point Average (GPA) are numerical indications of a student’s academic achievement. QPA is the average of letter grades earned toward a degree. GPA is the average of total letter grades earned.

ACADEMIC STANDARDS

An average of at least B (QPA=3.00) is required in the courses that make up the program for any graduate degree. A student with full graduate status is automatically placed on probation whenever his or her cumulative QPA falls below 3.00. Each school determines the restrictions placed on a student on probation. See Probation, Suspension, and Dismissal for further detail.

GRADING SYSTEM

The University of Pittsburgh has a standard letter grade system (see Letter Grades below). Some additional grading options are available in some courses as determined by the school and the instructor (see sections below on University Grading Options and Other Grades). Students are subject to the grading system of the school in which they are taking the course.
UNIVERSITY GRADING OPTIONS

Individual schools may elect to offer one of the following grade options for its courses:

- LG: Letter Grade
- H/S/U: Honors/Satisfactory/Unsatisfactory
- S/N: Satisfactory/Audit
- LG and H/S/U: Letter Grade & Honors/Satisfactory/Unsatisfactory
- LG and S/N: Letter Grade & Satisfactory/Audit

From among the grading options approved by the school, each department identifies those it deems acceptable for its courses. Furthermore, each course instructor may specify, within the grading options approved by the school and department, which grading options may be selected by students taking his or her course.

Students should choose a grading option from those listed with the course in the Schedule of Classes. Grade Option/Audit Request forms for graduate courses are not required and will not be accepted by the Office of the Registrar. Schools establish their own deadlines and procedures for processing grade option and audit requests.

Students receive the grade H or S for satisfactory work and U for unsatisfactory work. The grades H and S are counted toward graduation but not the student’s QPA. The grades N and U are not counted toward graduation or the QPA. The S grade indicates adequate graduate attainment; in evaluating thesis or dissertation research, an instructor may only use the S/N grading option.

Students may audit a course and receive an N grade with the consent of the instructor and school offering the course. However, to audit a course, a student must register and pay tuition for the course. The N grade is not counted toward graduation or the QPA.

LETTER GRADES

The University’s letter grade system for graduate courses (not first-professional) is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00 Superior Attainment</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.00 Adequate graduate-level attainment</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.00 Minimal graduate-level attainment</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 Failure</td>
</tr>
</tbody>
</table>

Courses in the first-professional programs (DDM, JD, LLM, MD, PharmD) use a different letter grade system; students should refer to the relevant school’s text in the First-Professional Programs section of this bulletin.

OTHER GRADES: INCOMPLETE, WITHDRAW, RESIGN

Upon a student’s completion of a course, one of the grades listed below may appear on the student’s transcript in lieu of one of the options selected by the student and/or instructor under University Grading Options. None of these grades carries quality points. Students should consult with their individual school for information on any school-specific regulations regarding these grades.

G GRADE
The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

I GRADE
The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

W GRADE
The W grade signifies that a student withdrew from course. See Withdrawing from Courses for more information.

R GRADE
The R grade indicates that a student has resigned from the University. See Resigning from the University for more information.

Z GRADE
The Z grade indicates that an instructor has issued an invalid grade.

REPEATING COURSES

A student may repeat any course in which a grade of B- or lower is received if an authorization to repeat the course is given by the student’s advisor and/or department. A school may restrict the type and/or number of different courses that may be repeated during one degree program. The grade earned by repeating a course is used in lieu of the grade originally earned, although the original grade is not erased from the transcript. No course may be repeated more than twice. No sequence course may be repeated for credit after a more advanced course in that sequence has been passed with a B or higher grade. The repeated course must be the same as that in which the original grade was earned. In extenuating circumstances, a department chair, with the dean’s approval, may substitute another course of similar content. Grades of W, R, or N reported for the repeated course will not be counted as course repeat.

To initiate only the last course grade being computed in the QPA, a Course Repeat Form must be filed with the dean’s office.

CHANGING GRADES

Only the instructor of a course may change a student’s grade by submitting a Change of Grade Card. All grade changes require the authorization of the dean of the school from which the original grade was issued. While each school may determine a time limit for grade changes, they should be processed no later than one year after the initial grade was assessed. Changes in I grades are exempt from this one-year policy.
ACADEMIC RECORD

The academic record is not an official University transcript, but a document containing a student’s complete University of Pittsburgh academic history. In addition to the information provided on the transcript (as listed below), the academic record provides students and advisors with admission data, academic events, and advanced standing/placement/transfer credit information. Students with no outstanding financial obligations to the University can receive one free copy of their academic records each term in G-3 Thackeray Hall. For more information, send E-mail to transcert@pdc.srfs.pitt.edu.

GRADE REPORT

At the end of each term, a grade report is prepared by the Office of the University Registrar and mailed to the student, provided that all charges have been paid. This report shows the total credits carried, the grade received in each course, and total quality points earned. Shortly after the term ends, students can also access their grades online via the secure server at http://student-info.pitt.edu/.

TRANSCRIPTS

An academic transcript serves as a permanent record of a student’s academic progress. The transcript is a cumulative record of the student’s QPA, as well as a record of the department, title, and grade for each course in which the student has enrolled. Students may request an official transcript that bears the seal of the University of Pittsburgh and the signature of the University Registrar at a cost of $3.00 per copy. Currently enrolled students may also receive one free unofficial copy of their transcript per term for personal use. Upon graduation, the transcript reflects a student’s degree and date; major; and, if applicable, honors, area of concentration, and minor.

ACADEMIC HONORS

Schools and programs may recognize academic achievement by students through fellowships, scholarships, and other awards. Students should consult with their individual school and/or program for more information.

PROBATION, SUSPENSION, AND DISMISSAL

Students who fail to make satisfactory progress may be subject to academic probation and/or suspension and dismissal. Students who have completed at least nine quality point credits and whose QPA falls below 3.00 will be placed on academic probation by the dean of their school. After a certain period of time on academic probation (the period is determined by the student’s school), a student is subject to academic suspension and restricted from registering for classes in that school. Details of the school’s probation system are available through that school.

EFFECT ON FINANCIAL AID AND SCHOLARSHIPS

Conditions for loan eligibility and many scholarships (including those for teaching assistants, teaching fellows, graduate student assistants, and graduate student researchers) usually require students to complete a specified number of credits each year and maintain a specified quality point average (QPA: credits counting toward the degree). Questions about the effect of unsatisfactory academic standing on loans should be directed to the Office of Admissions and Financial Aid in the Masonic Temple (4227 Fifth Avenue) at (412) 624-7488. Questions about the effect of unsatisfactory academic standing on scholarships, including teaching and research assistantships, should be directed to the particular graduate school.

EDITORIAL ASSISTANCE AND PUBLICATION OF THeses/DISSERTATIONS

All graduate students must follow University regulations regarding editorial assistance and publishing of theses and dissertations as detailed below.

EDITORIAL ASSISTANCE

A student preparing a dissertation or other written work as part of academic requirements may, when appropriate, use the assistance of professional editors, provided that the following rules are observed:

(1) The student receives the approval of the research advisor or professor of the course in which written work is being submitted.
(2) The student receives assistance only in use of language and not in the subject matter of the written work.
(3) The student acknowledges and describes all editorial assistance in the report.

PUBLICATION OF THeses/DISSERTATIONS

Any thesis or dissertation may be published, either by the University or through an outside agency, provided due credit is given the University. No form of publication, however, will relieve the student of his or her responsibility to supply the proper abstract and the specified number of complete copies of the thesis or dissertation for binding and deposit in the University Library System.

The doctoral candidate is required to execute an agreement with University Microfilms, Inc. for the publication of the dissertation on microfilm (see Regulations Pertaining to Doctoral Degrees, page 23).

Advisors should exercise responsibility in approving research topics that will not endanger long-term research projects or the safety or welfare of informants. Dependent upon the circumstances and the research point at which the danger is recognized, the provost’s office may authorize a delay in publication of a dissertation for up to a maximum of one calendar year. Similarly, a publication may be withheld for a maximum of six months, if required, for filing a patent application.

REGULATIONS PERTAINING TO MASTER OF ARTS AND MASTER OF SCIENCE DEGREES

The Master of Arts (MA) and Master of Science (MS) degree programs provide an introduction to scholarly activities and research and often serve as preparation for teaching careers. These degrees are awarded for the completion of a coherent program designed to assure the mastery of specified knowledge and skills, rather than a random accumulation of a certain number of courses. The overall form and content of the student’s program of study is the responsibility of the faculty of the department. To carry out this responsibility, each student must be assigned a major advisor, who, in consultation with the student, plans a program of study and research in accord with school and departmental guidelines.
MA AND MS REQUIREMENTS

The Master of Arts and Master of Science degrees normally require the satisfactory completion of approximately 30 credits of graduate study approved by the department or school. No Master of Arts or Master of Science degree program may require fewer than 24 course credits. Not more than six credits may be granted toward the completion of the requirements for a master’s degree for work completed at another accredited graduate institution or for work previously completed at the University of Pittsburgh. See Acceptance of Transfer Credits on page 17 for further information.

At least four courses (12 credits) or one-half the master’s degree program, whichever is greater, must be at the graduate-level (the 2000 or 3000 series) and must be completed with an average grade of B (3.00). No course numbered below 1000 may be applied toward graduate degree requirements.

Some master’s programs may include approved areas of concentration or minors. Areas of concentration define and describe the student’s training and expertise within the broader discipline. Minors represent significant coursework completed in an area related to the student’s specialty. Such areas of concentration or minors are added to the transcript upon the granting of the degree.

Master’s degrees are conferred only on those students who have completed all courses required for the degree with an average grade of B (i.e., a 3.00 QPA).

The requirement of proficiency in foreign languages is at the discretion of individual departments or schools.

Departments provide students with a copy of school and departmental regulations appropriate for their program. Students are expected to become familiar with these and to satisfy all prescribed degree requirements.

COMPREHENSIVE EXAMINATION

MA or MS degrees are conferred only upon those students who, in one or more comprehensive examinations or the equivalent, show that they have mastered the general field of their graduate study. Each department or similar unit is responsible for specifying the content and procedure for administration of the comprehensive examination and will specify for each candidate the field of his or her examination, which may vary from student to student. When a program substitutes an equivalent requirement for the comprehensive examination, the department should notify the University Council on Graduate Study and describe the substitution.

Students on inactive, special, or provisional status or on probation are not eligible to take a comprehensive examination. These examinations must be taken at least one month prior to the last day of the term in which the degree is to be granted. The results must be reported promptly to the office of the dean but no later than the last day of the term in which the examination is administered. A student who is unable to complete all degree requirements within a two-year period after passing the comprehensive examination may be re-examined at the discretion of the department or school.

THESIS OPTION

The requirement of a thesis or its equivalent is at the discretion of individual departments or schools. If a thesis is submitted, its form must be in accord with specifications stipulated in the University Style and Form Manual. Each candidate must provide a suitable number of copies of the thesis for review and use as designated by the thesis examining committee, consisting of at least three members of the faculty recommended by the major advisor and approved by the department chair. The final oral examination in defense of the master’s thesis is conducted by the thesis committee, and a report of this examination signed by all members of the committee must be filed in the office of the dean. After the examination, at least one copy of the approved thesis must be deposited with the dean, who forwards it to the appropriate offices for microfilming and deposit in the University Library System. A receipt for the thesis binding/microfilming fees must be submitted with the thesis.

NON-THESIS OPTION

It is usual for a program to require additional course work if a thesis is not required.

For the Master of Arts degree, students must acceptably describe, in writing, one or more substantial intellectual experiences or accomplishments. In programs in which a master’s thesis is optional, the student must satisfy this requirement by submitting a paper (or papers), as designated by the major department, and must demonstrate competence in using methods of scholarship.

For the Master of Science degree, a paper or research project is usually required.

REGULATIONS PERTAINING TO PROFESSIONAL MASTER’S DEGREES

The professional master’s degree programs are generally similar to those for the MA and MS except that they emphasize instruction in professional affairs and practice and serve as preparation for careers in the professions. The program of study is a coherent program designed to assure the mastery of specified knowledge and skills, rather than a random accumulation of a certain number of courses. The overall form and content of the student’s program of study is the responsibility of the student’s department or school. To carry out this responsibility, each student must be assigned a major advisor, who, in consultation with the student, plans a program of study and research in accord with school and departmental guidelines.

PROFESSIONAL MASTER’S DEGREE REQUIREMENTS

Professional master’s degrees are conferred upon those students who demonstrate comprehensive mastery of their general field of study. The professional master’s degrees normally require the satisfactory completion of more than 30 credits of graduate study approved by the department. No professional master’s degree program may require fewer than 30 credits. No more than one-third of the total number of required credits may be granted to a student as transfer credit for work done at another accredited graduate institution. (See Acceptance of Transfer Credits, page 17, for further detail.) At least one-half of the credits earned in a master’s degree program must be at the graduate
level (the 2000 or 3000 series). No courses numbered below 1000 may be applied toward graduate degree requirements. Master's degrees are conferred only on those students who have completed all course requirements with at least a 3.00 QPA.

Most professional master's degree programs provide opportunities for theoretical studies and practical applications. Students are expected to acquire professional skills through course work, projects, internships, practica, and/or research papers as part of demonstrating their comprehensive mastery of their field of study.

Requirements vary from school to school. Departments provide students with a copy of school and departmental regulations appropriate for their programs. Students are expected to become familiar with these and to satisfy all prescribed degree requirements.

Professional master's degrees are conferred upon those students who demonstrate comprehensive mastery of the general field of study. This includes: (a) satisfactory completion of all course requirements and (b) other performances that indicate comprehensive mastery such as examinations, internships, research projects, theses, and practica. These requirements vary from school to school; students should refer to the specific requirements of their program in the Schools, Departments, and Programs section of this bulletin.

REGULATIONS PERTAINING TO DOCTORAL DEGREES

While the regulations governing doctoral study in this section represent university-wide policy, students should check the Schools, Departments, and Programs section of this bulletin and with their advisor for any expansions of or exceptions to these rules.

ADMISSION TO DOCTORAL STUDY

In some departments, the requirements for admission to graduate study and for admission to doctoral study are identical, while other departments require the completion of a master's degree or its equivalent as a prerequisite for admission to doctoral study. Admission to doctoral study does not include any implication concerning admission to candidacy for the Doctor of Philosophy degree.

Normally, only one major department of graduate study is permitted for the PhD degree. However, a few formal interdisciplinary programs and, under some circumstances, some independently designed interdisciplinary doctoral programs are available (see Interdisciplinary Doctoral Programs, page 26).

PROGRAMS OF STUDY

PhD programs offered at the University of Pittsburgh provide a coherent series of courses, seminars, and discussions designed to develop in the student a mature understanding of the content, methods, theories, and values of a field of knowledge and its relation to other fields. Each program trains the student in the methods of independent research appropriate to the discipline and provides an advisor and a committee to guide the student in an extended investigation of an original and independent research project of significance in the field.

The overall form and content of each student's program is the responsibility of the Graduate Faculty of the department. To carry out this responsibility, the departments must ensure that each student has a major advisor who, in consultation with the student, plans a program of study and research in accord with school and departmental guidelines. The advisor may prescribe additional courses both within and outside the department that are essential and/or appropriate to the student's program.

Some doctoral programs may include approved areas of concentration used to define and describe the student's training and expertise within the broader discipline. Such an area of concentration is added to the transcript upon the granting of the degree.

Doctoral level courses are numbered in the 3000 series, but courses numbered in the 2000 series may also be appropriate for doctoral study. Normally, courses numbered below 2000 do not meet the minimum requirements for doctoral study, although they may be taken to supplement a doctoral program.

Students must maintain a minimum cumulative QPA of 3.00 in courses to be eligible to take the preliminary and comprehensive examinations as well as to graduate.

The requirement of proficiency in the use of foreign languages or other tools of research is at the discretion of individual departments or schools.

Departments provide students with a copy of school and departmental regulations appropriate for their program and, in turn, students are expected to become familiar with these and to satisfy all prescribed degree requirements.

CREDIT REQUIREMENTS

The minimum credit requirement for the PhD degree is met by six terms of registration as a graduate student for 12 or more credits per term or the equivalent number of credits taken in a reduced load over a longer period of time. If the school requires completion of its master's degree program prior to admission into its doctoral program, at least four terms of registration for 12 or more credits per term or the equivalent number of credits in a reduced load are required as a minimum for the PhD degree. No more than 30 credits may be accepted for a master's degree awarded by another institution to meet the minimum credit requirement; some schools have more stringent requirements, including the Faculty of Arts and Sciences and the Graduate School of Public Health, both of which will accept only 24 credits for a master's degree awarded by another institution.

In recognition of graduate study beyond the master's degree successfully completed elsewhere, no more than 12 additional credits may be accepted at the time of admission to meet the minimum credit requirement. (See also Acceptance of Transfer Credits, page 17.) No more than 30 credits may be accepted for a previously earned PhD degree in recognition of master's degree work, though some schools have more stringent requirements, including the following:

- The Faculty of Arts and Sciences accepts only 24 credits from a previously earned PhD in recognition of master's degree work.

- The Graduate School of Public Health accepts only six credits from a previously earned PhD degree in recognition of its students' work towards its Master of Science programs. Also, its students working towards the Master of Public Health may use credits from a previously earned PhD to satisfy no more than one-third of the required credits for the MPH.
Graduate students already enrolled may, when approved in advance by their department and the dean, spend a term or more at another graduate institution to obtain training or experience not available at the University of Pittsburgh and transfer those credits toward the requirements for an advanced degree at the University of Pittsburgh. In all cases, at least three terms, or 36 credits, of full-time doctoral study or the equivalent in part-time study must be successfully completed at the University of Pittsburgh.

**RESIDENCY REQUIREMENT**

Students seeking the PhD degree are required to engage in a minimum of one term of full-time doctoral study, which excludes any other employment except as approved by their departments.

**PRELIMINARY EVALUATION**

The preliminary evaluation should be designed to assess the breadth of the student's knowledge of the discipline, the student's achievement during the first year of graduate study, and the potential to apply research methods independently. The form and nature of the evaluation should be approved at the school level. It should be conducted at approximately the end of the first year of full-time graduate study. The evaluation is used to identify those students who may be expected to complete a doctoral program successfully and also to reveal areas of weakness in the student's preparation. Evaluation results must be reported promptly to the dean's office, but no later than the last day of the term in which the evaluation occurs. A student on provisional, inactive, or special status or on probation is not eligible to take the preliminary evaluation.

**COMPREHENSIVE EXAMINATION**

The comprehensive examination should be designed to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline. In some programs, the comprehensive examination is combined with the overview or prospectus meeting. It should be administered at approximately the time of the completion of the formal course requirements and should be passed at least eight months before the scheduling of the final oral examination and dissertation defense. In no case may the comprehensive examination be taken in the same term in which the student is to graduate. Examination results must be reported promptly to the dean's office but no later than the last day of the term in which the examination is administered. A student who is unable to complete all degree requirements within a five-year period after passing the comprehensive examination may be re-examined at the discretion of the department or school. A student on provisional, inactive, or special status or on probation is not eligible to take the comprehensive examination.

**DOCTORAL COMMITTEE**

Before the student is admitted to candidacy for the PhD degree, the student's major advisor proposes, for the approval of the department chair or director of the school's doctoral program and the dean, a committee of four or more persons, including at least one from another department in the University of Pittsburgh or from an appropriate graduate program at another academic institution, to serve as the doctoral committee. The majority of the committee, including the major advisor, must be full or adjunct members of the Graduate Faculty (see http://www.pitt.edu/~graduate for most recent Graduate Faculty roster). This committee must review and approve the proposed research project before the student may be admitted to candidacy.

This doctoral committee has the responsibility to advise the student during the progress of the candidate's research and has the authority to require high quality research and/or the rewriting of any portion or all of the dissertation. It conducts the final oral examination and determines whether the dissertation meets accepted standards.

Meetings of the doctoral candidate and his/her dissertation committee must occur at least annually from the time the student gains admission to doctoral candidacy. During these meetings, the committee should assess the student's progress toward the degree and discuss objectives for the following year and a timetable for completing degree requirements. It is the responsibility of the dean of each school to determine a mechanism for monitoring the occurrence of these annual reviews.

The membership of the doctoral committee may be changed whenever it is appropriate or necessary, subject to the approval of the department chair and the dean.

When a doctoral committee member leaves the University, he or she must be replaced unless the dissertation is almost complete or the member has an essential role on the committee. In the latter case, the dean's approval should be obtained. When the chair of a committee leaves and cannot be conveniently replaced, a co-chair must be appointed from within the department, and the restructured committee requires the approval of the dean and either the department chair or the director of the school's doctoral program. If the defense takes place within a few months of the chair's departure, the requirement of the co-chair is usually waived.

A retired faculty member may remain as a member or chair of a committee if he or she is spending considerable time in Pittsburgh or the vicinity and is still professionally active. Retired faculty who meet these criteria may also be appointed as a member or as a co-chair (but not chair) of a newly formed committee. Retired faculty who leave the Pittsburgh area and/or do not remain professionally active should be replaced on committees and the revised committee approved by the dean and either the department chair or the school's director of doctoral programs.

**OVERVIEW OR PROSPECTUS MEETING**

Each student must prepare a dissertation proposal for presentation to the doctoral committee at a formal dissertation overview or prospectus meeting. The overview requires the student to carefully formulate a plan and permits the doctoral committee members to provide guidance in shaping the conceptualization and methodology of that plan. The doctoral committee must unanimously approve the dissertation topic and research plan before the student may be admitted to candidacy for the doctoral degree. Approval of the proposal does not imply either the acceptance of a dissertation prepared in accord with the proposal or the restriction of the dissertation to this original proposal. If the research proposed in the overview or prospectus involves human subjects, that proposed research must be approved by the University Institutional Review Board (IRB) before it may be carried out. For details, see Human Research Subjects: Institutional Review Board under Rights and Responsibilities on page 28, and a description of the Institutional Review Board on page 28.
ADMISSION TO CANDIDACY FOR THE DOCTOR OF PHILOSOPHY DEGREE

Admission to candidacy for the Doctor of Philosophy degree constitutes a promotion of the student to the most advanced stage of graduate study and provides formal approval to devote essentially exclusive attention to the research and the writing of the dissertation. To qualify for admission to candidacy, students must fulfill the following requirements:

- Be in full graduate status
- Have satisfied the requirement of the preliminary evaluation
- Have completed formal course work with a minimum quality point average of 3.00
- Have passed the comprehensive examination
- Have received approval of the proposed subject and plan of the dissertation from the doctoral committee following an overview or prospectus meeting of the committee

In some schools, admission to candidacy is a prerequisite to registration for dissertation credits. Students are informed of admission to candidacy by written notification from the dean, who also states the approved doctoral committee’s composition.

REGISTERING FOR FULL-TIME DISSERTATION STUDY

Doctoral students who have completed all credit requirements for the degree, including any minimum dissertation credit requirements, and are working full-time on their dissertations may register for Full-Time Dissertation Study, which carries no credits or letter grade but provides students full-time status. Students so enrolled are assessed a special tuition fee but are still responsible for the full-time computer and network, security/transportation, student health, and activity fees. Students must consult with the dean’s office of their school for permission to register for full-time dissertation study.

DISSERTATION AND ABSTRACT

Each student must write a dissertation that presents the results of his or her research project. An appropriate research project involves a substantive piece of original and independent research grounded in an identifiable field as it is currently practiced, present a hypothesis tested by data and analysis, and provide a significant contribution or advancement in that field. It is the responsibility of the student’s doctoral committee to evaluate the dissertation in these terms and to recommend the awarding of the doctoral degree only if the dissertation is judged to demonstrate these qualities.

A dissertation should demonstrate the following characteristics:

- The establishment of a 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 preparation of the author to assume a position within the profession

If the dissertation is the result of a collaborative research effort, the project should be structured in such a way that the student’s dissertation results from one clearly identified piece of work in which the student has unquestionably supplied the major effort. The contributions of the student and the other collaborators must be clearly identified.

Published articles authored by the student and based on research conducted for the dissertation study may be included in the dissertation if the student’s department and school have a written policy that this is acceptable. In any case, the published work must be logically connected and integrated into the dissertation in a coherent manner, and sufficient detail must be presented to satisfy the characteristics of a dissertation. The student should be the sole or primary author of the published work. If the published articles were co-authored, the contribution of the student must be clearly delineated in the introduction so the committee can ascertain that the student’s own work satisfies the requirements of a dissertation. The Style and Form Manual gives instructions on incorporating articles into the dissertation.

Candidates for the doctoral degree must provide a suitable number of copies of the dissertation, as determined by the doctoral committee and school policy, for review and use during the final oral examination. The general format of the dissertation and the abstract is determined by the Office of the Provost and is set forth in the University’s Style and Form Manual. Specific instructions should be available in the office of the dean of the school. After the final oral examination is successfully completed, the candidate must deposit with the dean at least one copy of the approved, completed dissertation and abstract in final form, at least two additional copies of the dissertation abstract, and a receipt for payment of the dissertation binding/microfilm fees. The candidate is also required to execute an agreement with University Microfilms Inc. for the publication of the dissertation on microfilm and for the publication of the abstract of the dissertation in Dissertation Abstracts.

LANGUAGE OF THE DOCTORAL DISSERTATION

The language in which doctoral dissertations are written shall normally be English. Exceptions may be granted by the student’s dean with the approval of the dissertation advisor and committee, but only for sound reasons of scholarship. Permission shall never be granted on the grounds of the student’s inadequate command of English.

FINAL ORAL EXAMINATION

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 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.

**INTERDISCIPLINARY DOCTORAL PROGRAMS**

A student may be admitted into one of two types of interdisciplinary doctoral programs, generic and individualized.

**GENERIC PROGRAMS**

Generic programs are ongoing, formally structured, and approved doctoral programs. Admission to these programs follows the same procedures as those of departmental programs.

**INDIVIDUALIZED PROGRAMS**

Individualized programs are specially designed to permit an exceptionally able student who has earned a master’s degree or the equivalent to pursue an interdisciplinary doctoral program structured to satisfy his or her unique goals. Such students should apply to the dean of the school if the departments involved in the proposed program are organized within one school or to the provost if the departments are organized within more than one school. The student must satisfy the admission requirements of each of the departments or schools involved in the proposed program.

If the request is approved, the dean or the provost, in consultation with the departments concerned, will designate five members from these departments to serve as an advisory committee. After these advisors meet with the student, a chief advisor is selected to assume responsibility for general guidance to the student. These advisors continue their responsibility until the student is admitted to candidacy for the PhD degree and may, if it is appropriate, continue as the doctoral committee for this student.

**OTHER DOCTORAL DEGREES**

The University of Pittsburgh, through its professional schools, offers the following doctoral degrees in professional fields of study: Doctor of Education and Doctor of Public Health.

These doctoral degree programs are similar to those for the PhD in the degree of rigor required; the minimum total credit requirements and permissible transfer credits; the requirements for the successful completion of a preliminary evaluation and a comprehensive examination; the admission to doctoral candidacy; the nomination of a doctoral committee; the preparation of the dissertation and abstract; the publication of the dissertation; and the successful completion of the final oral examination. Professional doctoral dissertations are usually based on an in-depth empirical research project by the student and are intended to permit the student to apply relevant theory and knowledge as well as to demonstrate skills in analysis of a major problem and to contribute to the improvement of practice in the student’s area of specialization.

Such doctoral degree programs may differ from those for the PhD in several ways. They are generally more strongly focused on professional affairs and practice and often serve as preparation for or advancement of careers in the professions.

**STATUTE OF LIMITATIONS/LEAVES OF ABSENCE**

The purpose of the statute of limitations is to ensure that a graduate degree from the University of Pittsburgh represents mastery of current knowledge in the field of study. Individual schools within the University may adopt policies that are more stringent, but not less, than those stated here.

All requirements for MA and MS degrees must be completed within a period of four consecutive calendar years from the student’s initial registration for graduate study; all professional master’s degrees, within five years. Dual degrees and joint degrees that require course work in excess of 50 credit hours may be granted a longer statute of limitations by the University Council on Graduate Study.

From the student’s initial registration for graduate study, all requirements for the PhD degree must be completed within a period of ten years, or within eight years if the student has received credit for a master’s degree appropriate to the field of study. A student who is unable to complete all degree requirements within a five-year period after passing the comprehensive examination may be re-examined at the discretion of the department or school. Programs for professional doctoral degrees, for which the majority of candidates pursue part-time study while working full-time within their chosen disciplines, may be granted a longer statute of limitations by the schools offering the degrees.

Under exceptional circumstances, a candidate for an advanced degree may apply for an extension of the statute of limitations. The request must be approved by the department or departmental committee (master’s or doctoral) and submitted to the dean for final action. Requests for an extension of the statute of limitations 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 requested extension. Students who request an extension of the statute of limitations must demonstrate proper preparation for the completion of all current degree requirements.

Under special conditions, graduate students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students or one year to master’s 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.

**GRADUATION**

**REQUIREMENTS FOR GRADUATION**

Graduation requirements for MA, MS, professional master’s, and doctoral degrees are described earlier in this bulletin under the relevant sections detailing the regulations pertaining to each degree. In order to graduate from the University of Pittsburgh, a graduate student must be an active University of Pittsburgh student registered for at least one credit or full-time dissertation study in the term of graduation. See specific schools and programs for detailed information on degree and graduation requirements.
APPLICATION TO GRADUATE

Students must file an application for graduation in the dean’s office of their school early in the term in which graduation is expected. Each school establishes its own deadline by which students must apply for graduation. Students should check with their dean’s office for the deadline. As noted above, students must be active and registered in the term in which they are to graduate; in exceptional circumstances, students who complete all the degree requirements at the end of a term but graduate in the next term may petition the dean of the school for a waiver of this registration requirement. The requirement that a student be on active status cannot be waived.

Prior to the end of the term in which they graduate, all doctoral candidates must submit to the dean’s office a completed Survey of Earned Doctorates.

CERTIFICATION FOR GRADUATION

The Graduate Faculty of the department or program evaluates the performance of the student. If that performance is satisfactory, a report should be submitted to the dean certifying that the candidate has satisfactorily completed all departmental requirements for a graduate degree. The dean, after confirming that the overall school and University requirements have been met, certifies the candidate for graduation.

COMMENCEMENT

Candidates for graduation are encouraged to appear in person at the Annual Commencement Convocation, usually held the Sunday after the Spring Term ends. Although the degree is officially conferred at commencement, diplomas are mailed to graduates several weeks later.

RIGHTS AND RESPONSIBILITIES

The University has a number of official policies affecting students. For complete current text on all University policies, please see http://www.pitt.edu/HOME/PP/pp_handbooks.html.

The information below summarizes several key University-wide policies affecting graduate students, but students are also responsible for being cognizant of those University, school, and departmental regulations relevant to their programs of study.

ACADEMIC INTEGRITY POLICY

Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those recognized within the profession). Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights. These general procedures may be found in Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures at http://www.pitt.edu/~graduate/ail.html. Individual schools have their own academic integrity policies, and students are encouraged to review these school-specific guidelines, as well.

AFFIRMATIVE ACTION AND NON-DISCRIMINATION POLICY

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

AIDS POLICY

The University of Pittsburgh does not discriminate against individuals who are diagnosed as HIV positive or as having AIDS. The University recognizes that the health condition of individuals is personal and confidential. Reasonable precautions will be taken to protect information regarding the health condition of all members of the University community. Based on medical evidence that indicates that there is no risk of transmitting HIV through casual contact in the classroom or circumstances involving only casual contact with others, the University will impose no undue restrictions on faculty, staff, or students who are infected with HIV.

For complete text on this policy, see http://www.pitt.edu/HOME/PP/policies/06/06-01-01.html.

COMPUTING USE POLICY

Every member of the University community has two basic rights regarding computing: privacy and a fair share of resources. It is unethical for another person to violate these rights. All users, in turn, are expected to exercise common sense and decency with regard to the campus computing resources. Please read Ethical Guidelines for Computing, available in campus computing labs or online at http://www.pitt.edu/~document/ethics/ethics.html, for details.

Students are subject to the rules and regulations as described in the University of Pittsburgh Student Code of Conduct (see below). Students should realize that any misuse of computing resources may result in the suspension of their computing privileges.

COPYRIGHT POLICY

The University of Pittsburgh affirms that, except as specifically exempted by this policy, faculty, staff, and students are entitled to claim copyright ownership, including world-wide rights, in the following works authored by them: books, articles, educational coursework, similar works that are intended to disseminate the results of academic research or scholarly study, popular fiction or nonfiction works, poems, musical compositions, and other works of artistic imagination.

The University has no proprietary interest in copyrightable materials produced by faculty, staff, or students under contract with entities external to the University (in which the faculty, staff, or students have no controlling or majority interest), except as specifically exempted by this policy. For complete text of the policies, including the aforementioned exemptions, see http://www.pitt.edu/HOME/PP/policies/11/11-02-02.html.
DRUG-FREE SCHOOL AND WORKPLACE POLICY

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

Violation of this policy will result in disciplinary action within 30 days, including, but not limited to, a warning, written reprimand, suspension, dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

Any University employee paid from federally funded grants or contracts, or any students participating in any federally funded or Guaranteed Student Loan program, must notify the University of any criminal drug statute conviction for a violation occurring at the University or while engaged in University activities.

For complete text on this policy, see http://www.pitt.edu/~srfsweb/buckley.htm.

FACULTY-STUDENT RELATIONSHIPS

The University’s educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature (that is, sexual and/or romantic) compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student. The University prohibits relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member.

If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student.

Definition Note: In this policy, the definition of “faculty member” refers to anyone appointed by the University as a teacher, researcher, or academic administrator, including graduate and undergraduate students so appointed. For complete text on this policy, see http://www.pitt.edu/DOC/94/271/42590/policies/02/02-04-03.html.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In compliance with the Family Educational Rights and Privacy Act of 1974, commonly referred to as the Buckley Amendment, 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. See http://www.pitt.edu/~srfsweb/buckley.htm for more information on FERPA.

GRADUATE STUDENT RESEARCHER POLICY STATEMENT

Graduate Student Researchers (GSRs) at the University of Pittsburgh are graduate students who are receiving financial support from research funds in return for duties performed to meet the goals for which the funds were awarded. The research performed is also normally an integral part of the student’s research practicum experience, thesis, or dissertation. A primary goal of the appointment, from the point of view of both the University and the student, is to provide financial support to the graduate student. For the complete text of the GSR Policy Statement, refer to http://www.pitt.edu/~graduate/gsr.html.

HARASSMENT POLICIES

HARASSMENT

No University employee, student, or individual on University property may intentionally harass or abuse a person (physically or verbally) with the purpose or effect of unreasonably interfering with such person's work or academic performance, or of creating an intimidating, hostile, or offensive work or academic environment.

SEXUAL HARASSMENT

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned.

It is also a violation of the University of Pittsburgh’s policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University’s policy against sexual harassment, will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see http://www.pitt.edu/~provost/har.html.

HUMAN RESEARCH SUBJECTS: INSTITUTIONAL REVIEW BOARD

The University of Pittsburgh is guided by the ethical principles regarding all research involving humans as subjects, as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (entitled: Ethical Principles and Guidelines for the Protection of Human Subjects for Research [the “Belmont Report”]).

Most research at the University involving humans as subjects must be reviewed and approved by an Institutional Review Board (IRB) before the research will be allowed to proceed. For complete text of the IRB’s policies and practices, see http://www.irb.pitt.edu/ or contact the IRB at (412) 692-4370.

PATENT POLICY

A University student, during his/her period of enrollment, may be responsible for new discoveries and inventions that could have commercial value and contribute to scientific, technological, social, and cultural progress. Those accomplishments should be patented in the best interest of the student, the University, the public, and the government. The University’s policy on patents determines the rights and obligations of the student and the University in any technology the student may invent while enrolled in the University. Details of this University policy are available from the Office of Technology Transfer and Intellectual Property at 200 Gardner Steel Conference Center and at http://www.pitt.edu/HOME/PP/policies/11/11-02-01.html.
RESEARCH INTEGRITY

The University of Pittsburgh seeks excellence in the discovery and dissemination of knowledge. Excellence in scholarship requires all members of the University community to adhere strictly to the highest standards of integrity with regard to research, instruction, and evaluation. Research misconduct carries potential for serious harm to the University community, to the integrity of science, and to society as a whole. The University’s Research Integrity Policy is available online at http://www.pitt.edu/DOC/94/271/42590/policies/11/11-01-01.html.

SMOKING POLICY

Smoking is prohibited in all University-owned and leased facilities, including residence halls and off-campus housing facilities, and in all University vehicles, including motor pool vehicles, campus buses, and vans, with explicit limited exceptions described in University Policy 04-05-03.

STUDENT CODE OF CONDUCT

The Student Code of Conduct is an outline of the non-academic rights and responsibilities of University students. The code defines offenses against students. A student or University official may file a complaint of violation of the Student Code of Conduct at the University Student Judicial System Office. For a copy of the code, please contact the Judicial System Office in 738 William Pitt Union at (412) 648-7918 or see http://www.pitt.edu/~osaweb/usjs/code.html.

JUDICIAL SYSTEM

The Office of the University Student Judicial System coordinates the Campus Judicial Board. It also receives, previews, and acts upon complaints of violations of the Student Code of Conduct. Its purpose is to provide due process and fair treatment in disciplinary actions. All complaints should be filed here.

Judicial Affairs also conducts a Student Mediation Program, monitors FERPA (Family Educational Rights and Privacy Act) guidelines on student records, and screens requests for contact of students.

TEACHING ASSISTANT/TEACHING FELLOW/GRADUATE STUDENT ASSISTANT POLICY STATEMENT

Teaching Assistants (TAs), Teaching Fellows (TFs), and Graduate Student Assistants (GSAs) at the University are graduate students who are receiving support in return for specified duties while gaining teaching and teaching-related experience under the guidance of faculty mentors. Their primary objective, from the standpoint of the University and the individual, is to make steady progress toward an advanced degree. TA/TF/GSA appointment status is dependent upon graduate student status. The complete policy statement for TA/TF/GSAs is available at http://www.pitt.edu/~graduate/tapolicy.html.
Special academic opportunities such as certificate programs provide students with ways to augment their education and experience with expanded study programs both on and off campus, in both university and professional settings.

**Area of Concentration and Minors**

Some graduate programs may include approved areas of concentration or minors. Areas of concentration define and describe the student’s training and expertise within the broader discipline. Minors represent significant course work completed in an area related to the student’s specialty. An area of concentration that is specified for a particular degree program can only be posted to the academic record and the official transcript of those students completing the degree program. A graduate minor offered by the faculty at the Pittsburgh campus is available to any graduate student enrolled in an academic degree program on the campus provided that the school from which the student is graduating recognizes this minor. For each degree, only one minor and one area of concentration can be pursued. Areas of concentration or minors are added to the transcript upon the granting of the degree. See the Schools, Departments, and Programs section of this bulletin for available areas of concentration and minors.

**Certificate Programs**

Students may enrich their educational experience by electing to take an academic interdisciplinary certificate program in the areas listed at the start of the Schools, Departments, and Programs section of this bulletin (see page 31).

A certificate program at the graduate level is a coherent set of courses and related work in a particular area; the minimum credit requirement is 15 credits, of which 12 credits must be earned at the University of Pittsburgh. The certificate may appear on the transcript as a degree goal and will appear on the final transcript as an awarded certificate.

A student must be formally admitted into a certificate program. The requirements for each certificate vary and students should contact the certificate program director.

**Cross Registration**

Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, Robert Morris College, and the University of Pittsburgh offer graduate students the opportunity for cross registration in graduate programs in the five institutions in the Fall and Spring Terms. See Cross Registration in the Registration section of this bulletin for further details.

**Two Independent Degree Programs Simultaneously**

Students may pursue two independent graduate degrees simultaneously in two different schools within the University or two different departments within the same school. Students desiring to enroll in two degree programs must have approval from both program faculties and their respective deans, must be admitted into both programs, and must satisfy the degree requirements of both programs. Students are billed at the tuition rate of the primary academic program. Normally, such students should be enrolled for no more than a total of 15 credits per term.

The same examination, thesis, or dissertation cannot be used to fulfill requirements for two independent degrees, although a maximum of six credits of course work may be used in partial fulfillment of the requirements of both degrees. It is the responsibility of the dean or deans, if two schools are involved, to ensure that this regulation is enforced.

**Cooperative-, Dual-, and Joint-Degree Programs**

Dual- and joint-degree programs result in two degrees being awarded. Requirements for these programs include all or most of the requirements of two distinct academic degree programs. These programs may result in a student earning two separate master’s degrees, a master’s and a first-professional degree, or a master’s or first-professional degree and a doctoral degree, but never result in a student earning two separate doctoral degrees. Dual programs exist within a single school; joint programs exist between two or more schools; cooperative programs are administered by two or more institutions. The same course, examination, or thesis may be used to fulfill requirements only if so specified in the documents formally establishing the joint- or dual-degree program approved by the University.

Students must be admitted to both academic programs offering the dual or joint degrees being sought and must graduate from both degree programs at the same time. Students are advised to see the individual school for other specific requirements that apply.
Students who are interested in or accepted to any of the University of Pittsburgh's graduate or professional programs listed below other than those leading to the first-professional degrees offered by the University (MD, JD, LLM, PharmD, or DMD) will find useful most of the sections of this bulletin. Descriptions of the University, its regulations, and its services are included in the sections prior to the program-specific information in the Schools, Departments, and Programs section of the bulletin, and should be read in conjunction with the specific program information detailed under the relevant school.

Students interested in first-professional programs (MD, JD, LLM, PharmD, or DMD) can ignore much of the bulletin prior to the First-Professional Programs section, but should familiarize themselves with the general information on the University, as well as the section on Campus Facilities & Student Services, and the University-wide policies detailed in Rights and Responsibilities. The Schools of Medicine, Law, Dental Medicine, and Pharmacy appear in the Graduate Programs section for programs leading to the graduate and professional advanced degrees as well as in the First-Professional Programs section since these schools offer both types of programs. Faculty are listed by their department or program at the end of the school.

Students should note that the listings of requirements and procedures for admissions, registration, and other information listed in the sections prior to the more program-specific information provided in the Schools, Departments, and Programs section of this bulletin represent the minimum requirements and basic procedures. Students should consult the information on their specific school, program, and department for detail on additional, stricter, or more specific requirements and procedures.

### DEGREE- AND CERTIFICATE-GRANTING PROGRAMS

The University of Pittsburgh offers numerous graduate degrees, first-professional degrees, and certificates in its graduate and professional schools. These degree and certificate programs are listed below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree(s) Offered</th>
<th>Academic Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Nurse Practitioner</td>
<td>MSN</td>
<td>Nursing</td>
</tr>
<tr>
<td>Administrative and Policy Studies</td>
<td>MA, MEd, EdD, PhD</td>
<td>Education</td>
</tr>
<tr>
<td>Anatomy-Histology</td>
<td>Certificate</td>
<td>Dental Medicine</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>Certificate</td>
<td>Dental Medicine</td>
</tr>
<tr>
<td>Anthropology</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>MA, M</td>
<td>FAS</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>MBA/MA</td>
<td>Business/FAS</td>
</tr>
<tr>
<td>Area Studies</td>
<td>Certificate</td>
<td>UCIS</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>MS, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Astronomy</td>
<td>MPH</td>
<td>GSPH</td>
</tr>
<tr>
<td>Behavioral and Community Health Sciences</td>
<td>MS, PhD</td>
<td>Medicine</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Genetics</td>
<td>MS, PhD</td>
<td>Engineering</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>MSBeng, PhD</td>
<td></td>
</tr>
<tr>
<td>Bioethics</td>
<td>MA</td>
<td>FAS</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>MS, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>MPH, MS, DrPH, PhD</td>
<td>GSPH</td>
</tr>
<tr>
<td>Business</td>
<td>MBA, PhD</td>
<td>Business</td>
</tr>
<tr>
<td>Cell Biology and Molecular Physiology</td>
<td>MS, PhD</td>
<td>Medicine</td>
</tr>
<tr>
<td>Cellular and Molecular Pathology</td>
<td>MS, PhD</td>
<td>Medicine</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>MSChE, PhD</td>
<td>Engineering</td>
</tr>
<tr>
<td>Chemistry</td>
<td>MS, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>MSCEE, PhD</td>
<td>Engineering</td>
</tr>
<tr>
<td>Civil Litigation</td>
<td>Certificate</td>
<td>Law</td>
</tr>
<tr>
<td>Classics</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Clinical Cardiovascular Engineering</td>
<td>Certificate</td>
<td>Engineering</td>
</tr>
<tr>
<td>Clinical Research</td>
<td>MS, Certificate</td>
<td>Medicine</td>
</tr>
<tr>
<td>Communication Science and Disorders</td>
<td>MA, MS, PhD</td>
<td>SHRS</td>
</tr>
<tr>
<td>Computer Science</td>
<td>MS, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>Certificate</td>
<td>FAS</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>DMD</td>
<td>Dental Medicine</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>MA</td>
<td>FAS</td>
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<tr>
<td>Eastern European Studies</td>
<td>Certificate</td>
<td>UCIS</td>
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<tr>
<td>Economics</td>
<td>MA, PhD</td>
<td>FAS</td>
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<tr>
<td>Economic and Social Development</td>
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<td>GSPIA</td>
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<tr>
<td>Electrical Engineering</td>
<td>MSEE, PhD</td>
<td>Engineering</td>
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<tr>
<td>Employee Assistance Program</td>
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<td>Social Work</td>
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<tr>
<td>Endodontics</td>
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<td>Dental Medicine</td>
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<tr>
<td>English</td>
<td>MA, MFA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Environmental and Occupational Health</td>
<td>MS, MPH, PhD</td>
<td>GSPH</td>
</tr>
<tr>
<td>Environmental Health Risk Assessment</td>
<td>Certificate</td>
<td>GSPH</td>
</tr>
<tr>
<td>Environmental Law, Science, and Policy</td>
<td>Certificate</td>
<td>Law</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>MPH, MS, DrPH, PhD</td>
<td>GSPH</td>
</tr>
<tr>
<td>Family and Marital Therapy</td>
<td>Certificate</td>
<td>Social Work</td>
</tr>
<tr>
<td>Film Studies</td>
<td>Certificate</td>
<td>FAS</td>
</tr>
<tr>
<td>French</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Genetic Counseling</td>
<td>MS</td>
<td>GSPH</td>
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<tr>
<td>Geology and Planetary Science</td>
<td>MS, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Germanic Languages &amp; Literatures</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Certificate</td>
<td>Social Work</td>
</tr>
<tr>
<td>Global Political Economy</td>
<td>MPIA</td>
<td>GSPIA</td>
</tr>
<tr>
<td>Health Administration</td>
<td>MHA</td>
<td>GSPH</td>
</tr>
<tr>
<td>Health and Community Systems</td>
<td>MSN</td>
<td>Nursing</td>
</tr>
<tr>
<td>Health Law</td>
<td>Certificate</td>
<td>Law</td>
</tr>
</tbody>
</table>

**Note:** Degrees and programs may vary by school and department. Students are encouraged to consult their specific school or department for detailed requirements and procedures.
<table>
<thead>
<tr>
<th>Program</th>
<th>Degree(s)</th>
<th>Academic Center¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Physical, and Recreation Education</td>
<td>MS, PhD</td>
<td>Education</td>
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<td>Health Promotion and Development</td>
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<td>Nursing</td>
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<td>Health Promotion and Education</td>
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<td>Education/GSPH</td>
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<td>Health and Rehabilitation Sciences</td>
<td>MS</td>
<td>SHRS</td>
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<td>Health Services Administration</td>
<td>DrPH</td>
<td>GSPH</td>
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<td>Hispanic Languages &amp; Literatures</td>
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<td>FAS</td>
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<td>History</td>
<td>MA, PhD</td>
<td>FAS</td>
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<tr>
<td>History &amp; Philosophy of Science</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>History of Art &amp; Architecture</td>
<td>MA, PhD</td>
<td>FAS</td>
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<td>Human Genetics</td>
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<td>Instruction and Learning</td>
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<td>International Business</td>
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<td>Management of Information Systems</td>
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<td>Maxillofacial Prosthetics</td>
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<td>Prosthodontics</td>
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<td>Public and International Affairs</td>
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<tr>
<td>Public Policy and Management</td>
<td>MPPM</td>
<td>GSPIA</td>
</tr>
<tr>
<td>Radiation Health</td>
<td>Certificate</td>
<td>GSPH</td>
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<tr>
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</tr>
<tr>
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<td>SHRS</td>
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<td>Rehabilitation Technology</td>
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<td>SHRS</td>
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<tr>
<td>Religion (Cooperative Program in the study of)</td>
<td>PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>MA</td>
<td>FAS</td>
</tr>
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<td>Rhetoric and Communication</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Russian Studies</td>
<td>Certificate</td>
<td>UCIS</td>
</tr>
<tr>
<td>Security and Intelligence Studies</td>
<td>MPIA</td>
<td>GSPIA</td>
</tr>
<tr>
<td>Slavic Languages &amp; Literatures</td>
<td>MA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Social Work</td>
<td>MSW, PhD</td>
<td>Social Work</td>
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<tr>
<td>Sociology</td>
<td>MA, PhD</td>
<td>FAS</td>
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<tr>
<td>Soviet Studies</td>
<td>Certificate</td>
<td>UCIS</td>
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<tr>
<td>Statistics</td>
<td>MA, MS, PhD</td>
<td>FAS</td>
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<td>Studies of Law</td>
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<td>Law</td>
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<td>Certificate</td>
<td>FAS</td>
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<tr>
<td>Telecommunications</td>
<td>Certificate, MST</td>
<td>SIS</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>MA, MFA, PhD</td>
<td>FAS</td>
</tr>
<tr>
<td>Urban and Regional Affairs</td>
<td>MPA</td>
<td>GSPIA</td>
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<tr>
<td>West European Studies</td>
<td>Certificate</td>
<td>UCIS</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>Certificate</td>
<td>FAS</td>
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</table>

¹ Acronyms for academic centers are as follows:

FAS = Faculty of Arts and Sciences
GSPH = Graduate School of Public Health
GSPIA = Graduate School of Public and International Affairs
SHRS = School of Health and Rehabilitation Sciences
SIS = School of Information Sciences
UCIS = University Center for International Studies
UNIVERSITY OF PITTSBURGH

GRADUATE PROGRAMS
The mission of the School of Education is to create and disseminate knowledge that improves teaching and learning and to develop and implement effective programs for the preparation of education professionals who will enhance both the practice and outcomes of education.

The School of Education is primarily a graduate school that offers certification programs and master’s and doctoral degree programs. With the exception of the athletic training program, all certification programs, including all teacher certification programs, are offered at the graduate level only.

The School of Education is organized into four academic departments:

- Department of Administrative and Policy Studies
- Department of Health, Physical, and Recreation Education
- Department of Instruction and Learning
- Department of Psychology in Education

The graduate programs offered by each department are described in detail under program descriptions, beginning on page 187.

CONTACT INFORMATION

School of Education
Office of Student Personnel Services
5N Posvar Hall (WWPH)
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 648-2230
Fax: (412) 648-1899
E-mail: soeinfo@pitt.edu
Web site: http://www.education.pitt.edu/

TYPES OF PROGRAMS OFFERED

The School of Education offers a variety of certification programs, degree programs, and combination certification-degree programs at the graduate level. The various types of programs offered are identified below. (For more detail, go to program descriptions, beginning on page 187.)

TEACHER EDUCATION PROGRAMS IN REGULAR OR SPECIAL EDUCATION

Option 1. Initial Certification—for students seeking initial regular or special education teacher certification but not a graduate degree [e.g., Professional Year (PY) Program].

Option 2. Additional Field Certification—for students already certified in one or more teaching fields who are seeking teacher certification in an additional specialty area but who are not pursuing a graduate degree.

Option 3. Certification plus a Graduate Degree—for students seeking initial regular or special education teacher certification along with a master’s degree [e.g., Master of Arts in Teaching (MAT) or Master of Education (MEd)].

ADVANCED CERTIFICATION PROGRAMS

Supervisory Certification (e.g., in Mathematics, Reading, Special Education)

Educational Specialist Certification (e.g., as a Reading Specialist)

Administrative Certification (e.g., as a Principal, Superintendent)

MASTER’S DEGREE PROGRAMS

Master of Education (MEd)
Master of Arts (MA)
Master of Arts in Teaching (MAT)
Master of Science (MS)

DOCTORAL DEGREE PROGRAMS

Doctor of Education (EdD)
Doctor of Philosophy (PhD)

ADMISSION

Application forms are available in the Office of Student Personnel Services (see Contact Information above) and online via http://www.education.pitt.edu/

ADMISSION APPLICATION DEADLINES

Deadlines for application for admission to all graduate programs in the School of Education are:

February 1 for the Summer Term and the Fall Term
November 15 for the Spring Term

Some programs admit students once a year (e.g., the MAT Program for the Summer Term only and the Professional Year Program for the Fall Term only) while other programs admit more than once a year for the Fall, Spring, and Summer Terms. Any questions concerning the terms for which a specific program admits students should be directed to that program or to the Office of Student Personnel Services.

ADMISSION APPLICATION REQUIREMENTS FOR TEACHER EDUCATION PROGRAMS IN REGULAR OR SPECIAL EDUCATION (OPTIONS 1, 2, AND 3 ABOVE)

Each applicant to the Teacher Education Programs in Regular or Special Education must submit:

1. the completed application form;
2. the non-refundable application fee;
3. official transcripts of work done in all previous undergraduate study (a minimum QPA of 3.00 overall on a 4.00 scale is usually required) and any graduate study;
4. an undergraduate Plan of Studies to indicate that all prerequisite courses will be taken prior to beginning graduate studies if the applicant has not completed a baccalaureate degree at the time of application for admission;
5. evidence of the appropriate number of prerequisite credit hours in Content Core Studies (applicable to Professional Year and MAT applicants only; see paragraph on Content Core Studies below);
(6) a thoughtful, clearly written goal statement of two to five typewritten, double-spaced pages;

(7) Test of English as a Foreign Language (TOEFL) score if the applicant’s native language is not English;

(8) three letters of recommendation; and

(9) a resume.

The following information is for individuals making application to Initial Teacher Certification [Professional Year (PY)] or MAT Programs:

Additional requirements include:

- Test of English as a Foreign Language (TOEFL) score if the applicant’s native language is not English;
- Three letters of recommendation;
- A personal interview, or letters of recommendation (as stated in the relevant area under Program Descriptions beginning on page 187).

ADMISSION APPLICATION REQUIREMENTS FOR DOCTORAL DEGREE PROGRAMS

Each applicant to the doctoral programs must submit:

(1) the completed application form;

(2) the non-refundable application fee;

(3) official transcripts of work done in all previous undergraduate and graduate study. (A minimum QPA of 3.30 on a 4.00 scale in graduate studies for students with a master’s degree, or a minimum QPA of 3.00 on a 4.00 scale in undergraduate studies for students without a master’s degree, is usually required.) Students with QPAs below that usually required may be admitted with evidence of professional and academic competence;

(4) scores on the Graduate Record Examinations (GRE) General Test (recommended but not required of international students);

(5) a thoughtful, clearly written goal statement of two to five typewritten, double-spaced pages;

(6) three letters of recommendation;

(7) Test of English as a Foreign Language (TOEFL) score if the applicant’s native language is not English; and

(8) other requirements of particular programs, such as additional standardized admissions test scores, a professional writing sample, a personal interview, or letters of recommendation (as stated in the relevant area under program descriptions beginning on page 187).

ADMISSION PROCEDURE

Faculty members in the program to which the student applies evaluate the applicant’s credentials and recommend admission for those applicants meeting the criteria set by the program.

Approved applicants will be notified of their admission for a specific term. Should they be unable to register for courses for the term specified in their admission letter, they should notify the Office of Student Personnel Services. Approved applicants may defer admission for up to one year from the term specified in their admission letter. Approved applicants unable to register for courses within one year of the term specified in their admission letter must reapply for admission.

ADMISSION STATUS

The admission status of each student admitted to a certification or degree program is either full graduate status or provisional graduate status and is stated on the admission letter. If a student is admitted with provisional graduate status, the deficiencies that must be removed will also be stated on the admission letter. For further details on full and provisional status, see Admission Status on page 4 of this bulletin.

Special Graduate Status

Special graduate status affords the applicant who is not interested in meeting the requirements for an advanced degree or certification the opportunity to enroll in courses for professional or personal reasons. Additionally, students may complete the requirements for permanent (Instructional II) certification with special graduate status. Students enrolled to complete Instructional II certification...
requirements should select courses that relate to their fields of certification and that expand their professional capabilities.

Applicants may be admitted with special graduate status provided they have a bachelor’s degree from an accredited college or university and a quality point average representative of good academic standing. Transcripts indicating prior degrees must be received no later than the time of initial registration for courses.

Special graduate status students may apply for admission to an academic program to complete requirements for a degree or for initial (Instructional I) teacher certification, specialist, supervisory, or administrative certification. Transfer from special graduate status to a degree or certification program requires admission to the academic program offering the degree or to the certification program. A maximum of 15 credits earned under special graduate status may be transferred toward a degree or certification.

CHANGING PROGRAMS FOR GRADUATE STUDY
A student wishing to change programs for graduate study must file a new application for admission, noting the request for the change, in the Office of Student Personnel Services. All work taken both in undergraduate and graduate study will be reviewed by the program to which the student is applying before a decision will be made about admission to the new program. Any change from one program to another in the School of Education while the student is on active status will not alter that status. Thus, the student must register within the dates set for continuing active students.

FINANCIAL ASSISTANCE
Financial assistance is available to graduate students through graduate student assistantships (GSA), teaching assistantships (TA), teaching fellowships (TF), a variety of scholarships and fellowships, and loan programs. GSA, TA, TF, and tuition scholarship awards are primarily merit-based. GSA, TA, and TF awards provide a stipend in return for carrying out assigned duties, as well as a tuition scholarship based on merit. (See Teaching and Research Appointments on page 7 under Financial Aid for further detail.) Other need-based and/or merit-based scholarships and fellowships established through gifts or grants both within and outside the University are also available to students. These include the following:

ADMINISTRATIVE STUDIES FELLOWSHIPS
These fellowships provide awards to graduate students demonstrating superior academic and scholarly achievement who are enrolled in the Administrative Studies program. Applicants must submit a research proposal. Funded through the William A. Yeager Fellowship endowment.

AFRICAN-AMERICAN GRADUATE FELLOWSHIPS
These fellowships provide merit-based stipends to graduate students each year on a competitive basis.

ALUMNI DOCTORAL FELLOWSHIPS
These fellowships provide multiple awards to doctoral students demonstrating superior academic and scholarly achievement. Funded through the School of Education Alumni Fund.

GRADUATE COLLOQUIUM AWARDS
These awards are provided to graduate students presenting the outstanding research papers at the annual Council of Graduate Students in Education Research Colloquium. Funded through the Dr. Clara Barnes Jenkins Scholarship in Memory of Dr. William J. E. Johnson.

GRADUATE RESEARCH GRANTS
These grants provide funds to support research related to data collection and analysis for graduate students enrolled in the School of Education who demonstrate superior academic and scholarly merit. A well-developed research proposal must be submitted as part of the application. Funded through the School of Education Alumni Fund.

GRADUATE STUDENT RESEARCHER (GSR)
GSR positions are available. Money originating from sources external to the University to support faculty research is often available for the employment of graduate students in a research capacity. The sums awarded depend on the source of the funds and the amount of work required.

K. LEROY IRVIS FELLOWSHIPS
These are competitive, merit-based awards available for underrepresented students, particularly African-American students, in the early stages of their doctoral programs. Include full tuition assistance as well as an enhanced stipend. Multi-year funding is available depending on continued academic success.

INTERNATIONAL EDUCATION FELLOWSHIPS
These provide support to School of Education graduate students demonstrating superior academic and scholarly achievement and potential to make a contribution to international education. Funded through the Paul H. Masoner Scholarship endowment.

MINORITY TEACHER EDUCATION SCHOLARSHIPS
These scholarships provide multiple awards for minority students enrolled for teacher education study as fifth-year post-baccalaureate students. Funded through the J. Orville Wood Scholarship, the Mary O. Saltsman Scholarship endowments, and the School of Education Alumni Fund.

THE OERMANN SCHOLARSHIP
This scholarship is a merit-based stipend for a student pursuing a degree in athletic training or exercise science.

OUTSTANDING DISSERTATION AWARD
This award is given each year to one doctoral student who has completed his/her dissertation during the preceding year.

PROFESSIONAL EDUCATION FOR TEACHING AWARDS
These are provided to students enrolled for teacher education study as fifth-year post-baccalaureate students. Funded through the J. Orville Wood Scholarship endowment and the School of Education Alumni Fund.

STUDENT TRAVEL GRANTS
These are awarded to support students traveling to professional meetings to present their research results. Available through the Dean’s Office, the Council of Graduate Students in Education, and the Graduate and Professional Student Association.

The priority applicant deadline for GSA, TA, TF, tuition scholarships, and most other awards for each academic year is February 1. However, application for support can be made anytime during the academic year. The continuous application period provides opportunities for awards to be made through projects that result from external contracts, grants, or other forms of special funding. Deadline dates for these awards are specified in the updated listings available in the Office of Student Personnel Services. New applications must be filed each academic year if the student wishes to seek support beyond the year of his/her initial application.
TEACHER EDUCATION REGULATIONS

The following section details regulations pertaining to the school’s teacher education certificate programs.

INSTRUCTIONAL I AND II CERTIFICATES

The Instructional I, or provisional, certificate is issued by the Pennsylvania Department of Education (PDE) to applicants who:

1. possess a baccalaureate degree;
2. have successfully completed a PDE-approved teacher certification program;
3. pass all required PRAXIS Examinations; and
4. are recommended for certification by the college or university offering the PDE-approved teacher certification program.

An Instructional I certificate is valid for six years.

The Instructional II, or permanent, certificate is issued by PDE to applicants who have completed all of the following:

1. A PDE-approved induction program for beginning teachers.
2. Three years of satisfactory teaching in the field specified on an Instructional I certificate, attested to by the chief school administrator of the approved public or non-public school in Pennsylvania in which the most recent service of the applicant was performed.
3. Twenty-four credit hours of collegiate study or in-service courses approved by PDE. (Some credits earned beyond the baccalaureate degree in teacher education study at the University of Pittsburgh may be used to satisfy this requirement.)

Applicants already holding the Instructional I certificate who are seeking admission to the School of Education in pursuit of Instructional II certification may be admitted under special graduate status. Applicants desiring to combine Instructional II certification with a master’s or doctoral degree must apply for admission to an academic program offering the desired degree.

ADDITIONAL FIELD CERTIFICATION

The School of Education offers additional field certification study opportunities to students already holding a Pennsylvania Instructional I or Instructional II certificate. Students must complete major field prerequisites, course work in the subject area pedagogy, and an advanced teaching practicum and pass the PRAXIS Examination specialization test in the additional area. Individuals who possess an Instructional II certificate and who complete requirements for an additional certification area will receive Instructional II certification in the additional certification area.

MAXIMUM CREDIT LOAD

No teacher education student is allowed to register for more than 15 credits without recommendation by the student’s advisor and permission of the Dean/Associate Dean. Such permission will be given selectively after a review of the student’s record when the planned course work suggests that such an overload is academically justifiable in the specific instance. No admission forms or subsequent add/drop requests totaling over 15 teacher education credits will be accepted without special written permission and appropriate payment for the additional credit hours.

QUALITY POINT AVERAGE/ACADEMIC PROBATION

All students enrolled for teacher education study are required to maintain a quality point average (QPA) of at least 3.00. The cumulative QPA is based on all course work taken after enrollment for teacher education study. A student is automatically placed on academic probation when the cumulative QPA, exclusive of transfer credits, falls below 3.00. No student on academic probation is permitted to participate in student teaching, a teaching internship, or an advanced teaching practicum. Although the credits allowed for acceptable work completed elsewhere by transfer students count toward the total number of credits required for teacher education study, the grades earned in such courses are not included in QPA computations, except in determining QPAs required for admission to the School of Education.

CREDIT REQUIREMENTS

Teacher education study in the Professional Year Option normally requires the satisfactory completion of a minimum of 30 credits of course work approved by the department and the School. The Master of Arts in Teaching option requires 45-48 credits. Credit requirements for other certification options vary. Certification by the Pennsylvania Department of Education is recommended only for those students who have satisfactorily completed all courses required for certification with at least a 3.00 QPA.

TEACHER CERTIFICATION TESTING PROGRAM

The PRAXIS Examination core battery, required for all students seeking their first Instructional I certificate, consists of a series of examinations to assess basic communication skills, general knowledge, professional knowledge, and specialized area knowledge. Persons already holding a Pennsylvania Instructional I or II certificate are exempt from the core battery tests. Individuals seeking Instructional I
certification in more than one area must take and pass specialization area tests in all areas in which certification is sought. Individuals seeking additional field certification must pass the PRAXIS Examination in the specialization area.

Students may take the PRAXIS Examinations at any point during or after attendance at a post-secondary institution. The tests are administered four times each year at the University of Pittsburgh.

EARLY FIELD EXPERIENCES
Early field experiences in schools are provided for undergraduates and first-semester professional-year students in connection with several courses. These experiences are made possible through the cooperation of the public and private schools of Pittsburgh and suburban school districts in the Pittsburgh area. Options include a variety of case study, observation, tutoring, and practicum situations. Upon completion of specialized theory, methods, and practicum courses in the certification area, the student participates in a full-time student teaching practicum.

STUDENT TEACHING
In most programs, student teaching is a full-time school-based apprentice teaching experience offered only during the Spring Term. Students must file an application for student teaching in the Office of Teacher Education, 4H01 Posvar Hall, during the term prior to student teaching. Applicants must also submit results from a tuberculin test, child abuse clearance, and criminal history check, as required by Pennsylvania Acts 33 and 34. Liability insurance coverage is strongly recommended for student teachers. Student teaching usually begins in early January and sometimes sooner than the opening day of University classes. Specific procedures and regulations governing student teaching practica can be found in the student teaching handbook, available in the Office of Teacher Education, 4H01 Posvar Hall.

TEACHING INTERNSHIP
Students in the Master of Arts in Teaching Option must complete a nine-month teaching internship in lieu of student teaching. The internship requires a minimum of 20 hours per week at an assigned school site, beginning in late August or early September and ending in late May or early June. To qualify for the internship and the Pennsylvania Teacher Intern certificate, applicants must:

1. pass the Communication Skills test of the PRAXIS Examination core battery, the General Knowledge test of the core battery, and any specialty area tests of the PRAXIS Examination;

2. take part in the interview and selection process of the school district where intern positions are available;

3. apply for the actual Intern Certificate from the Pennsylvania Department of Education; and

4. pass a medical examination, tuberculin test, child abuse clearance, and criminal history check, as required by Pennsylvania Acts 33 and 34.

Liability insurance coverage is also recommended for interns. Specific procedures and regulations governing intern teaching can be found in the intern teaching handbook, available in the Office of Teacher Education, 4H01 Posvar Hall.

ADVANCED TEACHING PRACTICUM
Students in the additional field certification option must complete an advanced teaching practicum, which usually lasts from three to six weeks depending upon the applicant’s background knowledge and professional experience. Students must file an application for advanced teaching practicum in the Office of Teacher Education, 4H01 Posvar Hall, during the term prior to the practicum. Depending upon regulations of the school district where the practicum takes place, applicants who possess a Pennsylvania teaching certificate may not be required to pass the medical exam, tuberculin test, child abuse clearance, or criminal history check. Specific guidelines governing advanced teaching practicum are available in the Office of Teacher Education, 4H01 Posvar Hall.

APPLICATION FOR CERTIFICATION
Applications for Pennsylvania Instructional I certificate may be obtained in the Office of Student Personnel Services, 5N Posvar Hall, or in the Office of Teacher Education, 4H01 Posvar Hall. Completed applications must be filed in the Office of Teacher Education by the announced deadline during the term in which students expect to complete certification requirements. Upon the successful completion of all certification requirements, including submission of passing scores on all required PRAXIS Examinations, and payment of the required fee, the application will be endorsed by the Dean/Associate Dean and forwarded to the Pennsylvania Department of Education requesting issuance of an Instructional I certificate.

It is the student’s responsibility to obtain, complete, and submit the application for certification before the announced deadline. A portion of the form must be completed and signed by a licensed physician attesting to the applicant’s mental and physical health. Additional field certification applicants do not need a physician’s signature but they must submit a copy of their previous certificates. Incomplete applications and forms accompanied by payment other than a money order will be returned to the student.

Along with the application for certification, the student must submit a copy of the approved Plan of Studies. When students take the required PRAXIS Examinations, they must request that official results be sent to the University of Pittsburgh. Applications from students on “provisional” status will not be endorsed. Students who do not apply for certification immediately upon completion of teacher education study will be required to meet institutional, state, and PRAXIS Examination requirements in effect when they eventually file applications.

MASTER’S DEGREE REQUIREMENTS

The requirements presented in this section are primarily school-wide requirements that have been established in addition to the University-wide requirements detailed under General Academic Regulations on page 17. Students should review the General Academic Regulations section in addition to the school-specific information detailed below.

A booklet entitled “Master’s Degree Requirements in the School of Education, University of Pittsburgh” presents the school-wide requirements integrated with the University-wide requirements. This booklet is available in the Office of Student Personnel Services.

MASTER’S PROGRAMS

Programs leading to the master’s degree provide an introduction to scholarly activities and research and often serve as preparation for teaching careers.

The School of Education awards Master of Education, Master of Arts, Master of Arts in Teaching, and Master of Science degrees.
COMMON REQUIREMENTS
All master’s degrees awarded by the School of Education require the completion of an approved Plan of Studies consisting of a minimum of 36 credits (including nine credits in Basic Areas of Education) and the passing of a comprehensive examination.

ACCEPTANCE OF TRANSFER CREDITS
For University-wide rules, see Acceptance of Transfer Credits on page 17 under General Academic Regulations. School-specific detail follows.

A maximum of six transfer credits may be counted toward a master’s degree.

Both applicants for admission and continuing University of Pittsburgh graduate students seeking acceptance of transfer credits toward a master’s degree must submit their transcripts with a completed “Petition to Transfer Credits” form, available in the Office of Student Personnel Services. When approved, transfer credits must appear on the student’s Plan of Studies. The Registrar, after notification of acceptance of transfer credits, will enter the transfer credits as block credits on the student’s transcript. Grades (and quality points) are not recorded for credits accepted by transfer.

QUALITY POINT AVERAGE/ACADEMIC PROBATION
All students enrolled in master’s degree programs are required to maintain a quality point average (QPA) of at least 3.00. The cumulative QPA is based on all course work taken after enrollment in the appropriate graduate program. A student is automatically placed on academic probation when the cumulative QPA, exclusive of transfer credits, falls below 3.00. Ordinarily, students are required to terminate graduate study after two terms on probation. Although the credits allowed for acceptable work completed elsewhere by students enrolled in the School of Education count toward the total number of credits required for the graduate degree, the grades earned in such courses are not included in quality point computations.

STATUTE OF LIMITATIONS
All requirements for a master’s degree must be completed within a period of four consecutive calendar years from the student’s initial registration for master’s study in an MA or MS degree program or within five years in an MAT or MEd program.

An extension of a student’s statute of limitations may be granted by the Dean/Associate Dean. A request for an extension must first be submitted by the student to his/her academic advisor, next be recommended by the academic advisor to the student’s specialization/program, and then be recommended by the student’s specialization/program to the Dean/Associate Dean for final action. The request must include an explanation of the reason for the requested extension, a specification of the requirements to be completed during the requested extension, and a timetable for completing those requirements. All students who request an extension of their statute of limitations must demonstrate proper preparation for the completion of all current degree requirements.

Ordinarily, a request for a statute of limitations extension that is recommended by both the student’s advisor and the student’s specialization/program will be granted provided that the student has passed the master’s comprehensive examination within three years of the time that all master’s degree requirements will be completed. If more than three years elapsed between the time that the student completes all master’s degree requirements, the student will be required to retake the comprehensive examination in order to demonstrate current knowledge in the field of study. This three-year period may not be extended through a leave of absence. If the student passes the second administration of the master’s comprehensive examination, the student is eligible for a statute-of-limitations extension of up to three years. For a written examination, a copy of the comprehensive examination and the student’s answers must be submitted with the recommendation from the specialization/program to the Dean/Associate Dean for a final decision. For an oral examination, an audio tape of the examination must accompany the recommendation.

If the student has not taken, or taken but not passed, the master’s comprehensive examination, the student is required to pass the comprehensive examination in order to be eligible for a statute of limitations extension of up to three years. Students in this situation should meet with their advisor and update their Plan of Studies before taking the comprehensive examination. The advisor may recommend that additional course work be taken as part of the student’s preparation for the examination.

It is suggested that, when a student needs to take/retake and pass the comprehensive examination for the statue of limitations to be extended, the student’s advisor contact the Dean/Associate Dean after the examination is developed but before it is administered. Then, the Dean/Associate Dean can discuss with the advisor whether the proposed examination adequately measures current knowledge in the field of study.

LEAVE OF ABSENCE
All conditions described under Statute of Limitations/Leave of Absence on page 26 apply to School of Education master’s students. Additionally, if a leave of absence is approved, the time of the leave will count against the three-year period associated with taking/retaking the comprehensive examination when an extension of the statute of limitations is requested (see Statute of Limitations above).

PLAN OF STUDIES
Before completion of 15 credits, each student, in consultation with his/her academic advisor, should complete a Plan of Studies that conforms to program requirements. The Plan of Studies, approved by the academic advisor and the program coordinator, is filed in the Office of Student Personnel Services.

Any changes in the Plan of Studies must be approved by the academic advisor and the program coordinator, conform to program requirements, and be filed in the Office of Student Personnel Services. At the time of graduation, completed courses must comply with the approved Plan of Studies.

BASIC AREAS OF EDUCATION REQUIREMENT
All master’s degrees conferred by the School of Education require a minimum of nine credits of study from the Basic Areas of Education (BAE), three credits each from courses offered in the content areas of Education and Human Development, Education and Society, and Disciplined Inquiry. This requirement may be met by taking a core BAE course (EDUC 2000, EDUC 2100, EDUC 2200) or a menu course in each of the three areas. A maximum of six credit hours of BAE courses may be taken from those offered within a single department. The courses in each area that may be used to meet this requirement are listed below.
Education and Human Development
EDUC 2000 Psychology of Learning and Development for Educators
EDUC 2001 Educational Psychology for Instruction
EDUC 2002 Survey of Developmental Psychology
EDUC 2003 Adult Learning
EDUC 2004 Individual Differences in Instruction
EDUC 2005 Psychology of Cross-Cultural Development and Learning
EDUC 2006 Psychomotor Development

Education and Society
EDUC 2100 Education and Society
EDUC 2102 History of Education in the United States
EDUC 2103 Race and Racism in Education and Society
EDUC 2104 Education and Social Movements
EDUC 2105 Sociology of Education
EDUC 2106 Education and Culture

Disciplined Inquiry
EDUC 2200 Disciplined Inquiry
EDUC 2201 Introduction to Research Methodology
EDUC 2202 Educational and Psychological Measurement
EDUC 2203 Educational Anthropology

MASTER'S COMPREHENSIVE EXAMINATION
The School of Education requires a comprehensive examination for all master's degrees. The comprehensive examination is designed to assess the student's mastery of the general field of his/her graduate study. The comprehensive examination is constructed, administered, and scored by the program or department to which the student has been admitted. Procedures and schedules of administration are available from the program or department. See also Comprehensive Examination under Regulations Pertaining to Master of Arts and Master of Science Degrees on page 21. The University-wide regulations on comprehensive examinations detailed there apply to all School of Education master's programs.

THESIS, THESIS EQUIVALENT, AND RESEARCH PAPER REQUIREMENTS
Some MA and MS degree programs within the School of Education are offered with a thesis requirement while others are offered with the option of completing either a thesis or a thesis equivalent. All MAT degree programs and some MEd programs require the completion of a research paper.

MASTER'S DEGREE WITH THESIS
The master's degree with thesis is intended for graduate students who have pursued advanced graduate study in at least one field of education specialization and have demonstrated through the master's thesis the capability to plan and carry through a project of original research. The Plan of Studies should include at least six credits in thesis work.

Thesis Overview
The thesis overview is a written proposal for the thesis. The overview is presented to the master's committee, which consists of a minimum of three faculty members (at least one from another program or department) selected in consultation with the student by the research advisor and approved by the department. A student must be registered in the term during which the thesis overview meeting is scheduled. A unanimous vote of the master's committee is required for approval of the overview. The outcome of the overview meeting is submitted on the appropriate form along with a corrected copy of the overview to the Office of Student Personnel Services.

Approval of Research with Human Subjects
If the research proposed in the overview involves human subjects, the proposed research must be approved by the University Institutional Review Board (IRB) for the Protection of Human Subjects before it may be carried out. Information on materials that must be submitted and the procedures that must be followed for an IRB review are available in departmental offices and the Office of Student Personnel Services.

Advancement to Master's Candidacy
To be advanced to candidacy for the master's degree with thesis a student must have satisfied the following requirements:

1. be admitted to full graduate status;
2. have a minimum quality point average of 3.00 (transfer credits not considered);
3. have an approved Plan of Studies on file in the Office of Student Personnel Services;
4. have passed the comprehensive examination;
5. have an approved overview on file in the Office of Student Personnel Services; and
6. if the proposed research involves human subjects, have a letter on file in the Office of Student Personnel Services from the IRB approving the proposed research.

Thesis Preparation
The thesis research is completed and the thesis is prepared under the direction of the research advisor according to the approved overview. In preparing the thesis, the student must follow the University's Style and Form Manual, available in the Office of Student Personnel Services, and specific departmental or program requirements.

Final Oral Examination
The completed thesis is submitted to the master's committee for the final oral examination. The student must be registered in the term during which the final oral examination is scheduled. The final oral examination is devoted primarily to the thesis, and an affirmative vote by a majority of the committee members is required to pass the examination. One corrected copy of the thesis as approved by the master's committee must be filed, along with one copy of a research advisor-approved abstract and the form showing a passed final oral examination, no later than one week before the end of the term during which the student expects to graduate. Any exception to this requirement must be approved by the Dean/Associate Dean.

MASTER'S DEGREE WITH THESIS EQUIVALENT OPTION/RESEARCH PAPER
Master's degrees with the thesis equivalent option or research paper requirement are intended for graduate students who have pursued advanced study in at least one field of educational specialization and have demonstrated capability of presenting information relevant to an issue or problem in education. The Plan of Studies should include at
least three credits in a research seminar, supervised research, or directed study involving research in the student’s focus area.

**Research Paper Requirements**

Each candidate for the master’s degree with the thesis equivalent option or research paper requirement must complete, in acceptable form, a research paper that demonstrates the ability to locate, organize, and summarize information bearing on an issue or problem in education. This project is usually initiated and completed in the research seminar of the student’s major. For certain majors, this requirement may be met by other means, such as successful exhibits or demonstrations.

**GRADUATION REQUIREMENTS**

Graduation with a master’s degree requires the following:

1. an application for graduation filed in the Office of Student Personnel Services at the beginning of the term of graduation
2. full graduate status
3. completion of an approved Plan of Studies with a minimum quality point average of 3.00
4. passing the master’s comprehensive examination
5. if required, an approved thesis on file in the Office of Student Personnel Services (for students completing a thesis) or an approved thesis equivalent or an approved research paper on file in the departmental office (for students completing a thesis equivalent or a research paper)

**DOCTORAL DEGREE REQUIREMENTS**

The requirements presented in this section are primarily school-wide requirements that have been established in addition to the University-wide requirements detailed under General Academic Regulations on page 17. Students should review the General Academic Regulations section (in particular the Regulations Pertaining to Doctoral Study on page 23) in addition to the school-specific information detailed below. A booklet entitled “Doctoral Degree Requirements in the School of Education, University of Pittsburgh” presents the school-wide requirements integrated with the University-wide requirements. This booklet is available in the Office of Student Personnel Services.

**DOCTORAL PROGRAMS**

Doctor of Education (EdD) and Doctor of Philosophy (PhD) degree programs are offered by the School of Education to provide advanced graduate study and professional specialization in education. Each recipient must show evidence of superior scholarship, mastery of a special field of knowledge, and ability to do significant and relevant research. In doctoral study in the School of Education, a distinction is made between the preparation of education professionals resulting in the EdD degree and the preparation of education professionals resulting in the PhD degree. While EdD and PhD degrees produce experts in critical inquiry, the School of Education distinguishes the degrees according to, among other factors, the focus of the area of inquiry, the type of knowledge advanced, and the career path chosen by the individual student.

PhD research focuses on the study of applied, practical problems with the goal of contributing to solutions. Careers for these individuals often center on professional positions as administrators, curriculum developers, or specialists in schools and clinical settings.

Important features of doctoral programs of study required by the School of Education include two requirements that are common to the PhD and EdD degrees and four requirements that clearly distinguish the degree programs.

**Common Requirement I: Research Methodology Course Work**

EdD and PhD students are required to complete 12 credits of research methodology courses.

**Common Requirement II: Supervised Research**

EdD and PhD students are required to complete a supervised research experience that results in a written report of the experience. Enrollment for six credits of supervised research, internship, practicum, or directed study is required.

**Distinguishing Requirement I: Residency**

EdD: No residency requirement.

PhD: Two consecutive terms of full-time, on-campus study, including involvement in research activities.

**Distinguishing Requirement II: Supporting Field(s)**

EdD: A minimum of nine credits in fields other than the area of specialization or required research methodology courses. Specific requirements regarding appropriate supporting fields are determined by the program or department.

PhD: This requirement may be met in three ways:

1. For a student who does not have a bachelor’s degree or an equivalent number of credits to that for a bachelor’s degree in an appropriate academic discipline, a minimum of 18 credits must be taken outside the School of Education in one field or an interdisciplinary concentration (e.g., Latin American Studies or psycholinguistics) as approved by the program or department. No more than six of these credits may be used to satisfy research methodology requirements.

2. For a student who has a bachelor’s degree or an equivalent number of credits to that for a bachelor’s degree in an academic discipline, a minimum of nine credits must be taken outside the School of Education in one field or an interdisciplinary concentration as approved by the program or department. None of the nine credits may be used to satisfy research methodology requirements.

3. For a student who has a master’s degree or an equivalent number of credits toward a master’s degree in a relevant academic discipline, no additional credits outside the School of Education need to be taken.

**Distinguishing Requirement III: Dissertation**

EdD: A dissertation that contributes to the improvement of practice in the student’s area of specialization and reflects the application of relevant theory and knowledge.

PhD: A dissertation that reports research that contributes to the development of theory or methodology in the student’s area of specialization or one of the recognized disciplines.
Distinguishing Requirement IV: Doctoral Committee

EdD: At least one member of the doctoral committee must be from another program within the student’s major department, from another department in the School of Education, from another department in the University of Pittsburgh outside the School of Education, or from an appropriate graduate program outside the University of Pittsburgh. A doctoral student who has done additional academic work toward the requirement for a doctoral degree at the University of Pittsburgh or from an appropriate graduate program at another academic institution. (See Doctoral Committee below for additional requirements.)

PhD: At least one member of the doctoral committee must be from another department outside the School of Education at the University of Pittsburgh or from an appropriate graduate program outside the University of Pittsburgh. (See Doctoral Committee below for additional requirements.)

In formulating the doctoral Plan of Studies, both the student and the academic advisor must pay close attention to these School of Education requirements as well as requirements specific to the particular program or department in which the degree specialization is taken. It is the responsibility of the student to learn particular requirements from the academic advisor.

Acceptance of Transfer Credits

PhD students should review the section on Credit Requirements, page 23, under Regulations Pertaining to Doctoral Degrees, and Acceptance of Transfer Credits on page 17 in conjunction with the school-specific information detailed below.

The completion of requirements for the doctorate must be satisfied through registration at the University of Pittsburgh. However, under certain circumstances, a student may earn in an accredited graduate institution other than the University of Pittsburgh a limited number of credits toward a doctoral degree (see Credit Requirements, page 23).

In addition to being able to apply a maximum of 30 post-baccalaureate credits for transfer from other institutions in keeping with University-wide requirements (See Acceptance of Transfer Credits on page 17), students may earn an additional nine doctoral-level credits from institutions fully accredited for doctoral degree study. Each course transferred must meet the following conditions:

1. The course grade must be at least B or its equivalent.
2. The course must be judged relevant to a student’s doctoral Plan of Studies by the program or department.
3. The course must be approved for equivalent graduate degrees at the accredited institution, extension, or off-campus center of other institutions at which the course was taken.

Doctoral students desiring to take courses at another institution following admission to the University of Pittsburgh should review the course descriptions and receive approval from their academic advisors and program or department prior to registering for those courses if they wish to ensure that these credits will be acceptable for transfer.

Doctoral students already enrolled may, when approved in advance by their department and the Dean/Associate Dean, spend a term or more at another graduate institution to obtain training or experience not available at the University of Pittsburgh and transfer those credits toward the requirement for a doctoral degree at the University of Pittsburgh. A doctoral student who has done additional academic work elsewhere will be reinstated upon application to the Office of Student Personnel Services provided (a) the student received in advance written approval to study elsewhere and (b) the completed academic work is acceptable to the School of Education.

Both applicants for admission and continuing University of Pittsburgh doctoral students seeking acceptance of transfer credits toward a doctoral degree must submit their transcripts with a completed “Petition to Transfer Credits” form, available in the Office of Student Personnel Services. When approved, transfer credits must appear on the student’s Plan of Studies. The Registrar, after notification of acceptance of transfer credits, will enter the transfer credits as block credits on the student’s transcript. Grades (and quality points) are not recorded for credits accepted by transfer.

Credit Requirements

Doctoral degrees require a minimum of 90 course credits in a degree program beyond the baccalaureate, distributed as follows: a minimum of 72 course credits (including transfer credits) and a minimum of 18 dissertation credits. Doctoral-level courses are numbered in the 3000 series, but courses numbered in the 2000 series may also be appropriate for doctoral study. Generally, courses numbered below 2000 do not meet the minimum requirements for doctoral study. Exceptions require the approval of the program or department. No lower-level undergraduate course (numbered 0001-0999) may be applied toward a master’s or doctoral degree.

Quality Point Average

All doctoral students are required to maintain a quality point average (QPA) of at least 3.30. The cumulative QPA is based on all course work taken after enrollment in the appropriate doctoral program. A doctoral student is automatically placed on academic probation when the cumulative QPA, exclusive of transfer credits, falls below 3.30. Ordinarily, students are required to terminate graduate study after two terms on probation. Although the credits allowed for acceptable work completed elsewhere by students enrolled in the School of Education count toward the total number of credits required for a graduate degree, the grades earned in such courses are not included in quality point computations.

Statute of Limitations

All the conditions for the Statute of Limitations described above under the Master’s Degree Requirements apply to doctoral students as well, except for the following distinctions:

- From the student’s initial registration for doctoral study at the University of Pittsburgh, all requirements for the PhD must be completed within a period of ten years (or eight years if the student has received credit for a master’s degree appropriate to the field of study); all requirements for the EdD must be completed within a period of 12 years (or 10 years if the student has received credit for a master’s degree appropriate to the field of study).
- In the Statute of Limitations regulations as they apply to master’s students (detailed above on page 26), wherever there is reference to three-year time limits (e.g., three-year maximum extensions of the statute, three-year period associated with taking/retaking the comprehensive examination, etc.), doctoral students have five years.

Leave of Absence

All conditions described under Statute of Limitations/Leave of Absence on page 26 apply to School of Education doctoral students. Additionally, if a leave of absence is approved, the time of the leave will count against the five-year period associated with taking/retaking the comprehensive examination when an extension of the statute of limitations is requested (see Statute of Limitations above).
PLAN OF STUDIES
Prior to advancement to the formal stage called Doctoral Study, the student, in consultation with the academic advisor, must complete a Plan of Studies that conforms to program requirements. The Plan of Studies, approved by the academic advisor and the program coordinator, is filed in the Office of Student Personnel Services.

A doctoral Plan of Studies should include the following parts:

1. Major Area of Study Courses
2. Minor Area of Study Courses (if applicable)
3. Supporting Field Courses
4. Research Methodology Courses
5. Supervised Research Courses
6. Dissertation Courses

Courses approved for transfer credit must be listed individually on the Plan of Studies. Also, when a student’s Plan of Studies lists Directed Study credits, the following information for each Directed Study experience must be placed in the student’s file: (a) the term that the student registered for the Directed Study and the number of credits; (b) the topics and content of the Directed Study; (c) the faculty member supervising the Directed Study; and (d) the nature of the student’s accomplishment.

Any changes in the Plan of Studies must be approved by the academic advisor and the program coordinator, conform to program requirements, and be filed with the Office of Student Personnel Services. At the time of graduation, completed courses must comply with the approved Plan of Studies.

DOCTORAL PRELIMINARY EXAMINATION
Each doctoral student is required to take a preliminary examination designed to assess the breadth of the student’s knowledge of the discipline, the student’s achievement during the initial phase of graduate study, and the student’s potential to apply research methods independently. The preliminary examination is administered by the program or department to which the student has been admitted. Procedures of administration are available from the program or department.

ADVANCEMENT TO DOCTORAL STUDY
To advance to doctoral study, a student must:

1. be admitted to full graduate status;
2. have completed at least 15 post-master’s graduate credits at the University of Pittsburgh;
3. have earned a GPA of at least 3.30 (transfer credits not considered) in post-master’s graduate study at the University of Pittsburgh;
4. have a Plan of Studies approved by the academic advisor and the program coordinator on file in the Office of Student Personnel Services; and
5. have passed the doctoral preliminary examination.

It is recommended that these steps be completed by the time the student has earned 30 post-master’s graduate credits at the University of Pittsburgh.

The form recommending that a student be advanced to doctoral study is initiated by the student’s academic advisor, signed by the academic advisor, the program coordinator, and the department chairperson, and then sent to the Office of Student Personnel Services. After verification that all requirements have been met, the Dean/Associate Dean notifies the student of advancement to doctoral study.

DOCTORAL COMPETENCY
Each doctoral student is required to demonstrate doctoral competency by satisfactorily completing both the supervised research and doctoral comprehensive examination requirements. The form certifying that a student has demonstrated doctoral competency is initiated by the student’s academic advisor, signed by the academic advisor, the program coordinator, and the department chairperson, and then sent to the Office of Student Personnel Services. The Dean/Associate Dean notifies the student that doctoral competency has been demonstrated.

DOCTORAL COMMITTEE
For the EdD student, the doctoral committee consists of the research advisor and at least three other members, including one member from a program other than the student’s major program. This member may be from another program within the student’s major department, from another department in the School of Education, from another department in the University of Pittsburgh, or from an appropriate graduate program at another academic institution.

For the PhD student, the doctoral committee consists of the research advisor and at least three other members, including one member from another department outside the School of Education at the University of Pittsburgh or from an appropriate graduate program outside education at another academic institution.

For both EdD and PhD committees, the research advisor and a majority of the total committee must be full or adjunct members of the Graduate Faculty of the University of Pittsburgh.
Membership on and subsequent changes in the doctoral committee must be approved by the program faculty, the department chairperson, and the Dean/Associate Dean. After the program has approved the doctoral committee, the research advisor initiates the “Proposed Doctoral Committee” form to obtain the signatures of the program coordinator, the department chairperson, and the Dean/Associate Dean. The Dean/Associate Dean must give final approval of the doctoral committee before the overview examination may be scheduled.

Dissertation Overview
The dissertation overview is a written proposal and must be presented to the doctoral committee for approval after doctoral competency has been demonstrated.

Scheduling the Overview Examination
Overview examinations may be scheduled during the Fall and Spring Terms at any time except during the final two weeks of those terms. Under exceptional circumstances, overview examinations may be scheduled during the final two weeks of the Fall or Spring Terms or during the Summer Term with the approval of the doctoral committee.

For an examination to be scheduled between the 1st and 15th of a month, all relevant information must be submitted to the Office of Student Personnel Services no later than the 15th of the preceding month. For an examination to be scheduled after the 15th of a month, all relevant information must be submitted to the Office of Student Personnel Services no later than the 1st of that month. The Office of Student Personnel Services publishes an announcement of scheduled overview examinations on the 1st and 15th of each month.

The Overview Examination
The overview examination is conducted by the doctoral committee, is chaired by the research advisor, and is open to any faculty member of the Graduate Faculty of the University wishing to attend. Although any faculty member may participate in the examination, only members of the doctoral committee may be present during the final deliberation and vote on approving the overview.

In the event that an overview examination is scheduled at a time when one committee member cannot attend, written comments must be submitted by that member in advance of the meeting. If those comments are not available before the meeting, the meeting must be rescheduled. If a meeting is scheduled at a time when all committee members can attend, but one member is absent because of an unanticipated emergency, the meeting may be held, even if that member is unable to submit written comments before the meeting. No overview examination may be held when two or more committee members are absent from the scheduled meeting.

Approval of the Overview
Each member of the doctoral committee must sign the overview form and vote on approving the overview. The committee must unanimously approve the overview in order for the student to be advanced to doctoral candidacy. If the decision of the committee is not unanimous, the case is referred to the Dean/Associate Dean for resolution.

Approval of Research with Human Subjects
If the research proposed in the overview involves human subjects, that proposed research must be approved by the University Institutional Review Board (IRB) for the Protection of Human Subjects before it can be carried out. Information on materials that must be submitted and the procedures that must be followed for an IRB review are available in departmental offices and the Office of Student Personnel Services.

Advancement to Doctoral Candidacy
To be advanced to doctoral candidacy, a student must have completed the following requirements:

1. Be advanced to doctoral study
2. Completed all formal course work on the approved Plan of Studies with a minimum QPA of 3.30 (transfer credits not considered)
3. Demonstrated doctoral competency
4. Successfully completed the dissertation overview with unanimous committee approval
5. If the proposed research involves human subjects, have a letter on file in the Office of Student Personnel Services from the IRB approving the proposed research

The form recommending that a student be advanced to doctoral candidacy is initiated by the student’s academic advisor, signed by the academic advisor, the program coordinator, and the department chairperson, and then sent to the Office of Student Personnel Services. After verification that all requirements have been met, the Dean/Associate Dean notifies the student of advancement to doctoral candidacy.

Dissertation
Students should review the information detailed under Dissertation and Abstract on page 25 and Final Oral Examination on page 25 for University-wide regulations regarding dissertations and dissertation defenses. School of Education-specific rules follow:

Scheduling the Dissertation Defense
The same rules apply here as detailed under Scheduling the Overview Examination above.

The Dissertation Defense
The same rules apply here as detailed under The Overview Examination above.

Vote on the Dissertation Defense
Each member of the doctoral committee must sign the dissertation defense form and vote to pass or fail the student on the dissertation defense. If the decision of the committee is not unanimous, the case is referred to the Dean/Associate Dean for resolution.

Submission Requirements and Fees
At least one week prior to the end of the term, one unbound copy of the dissertation is submitted in final form to the Office of Student Personnel Services along with the following materials:

1. signed dissertation defense form
2. signed dissertation approval form
3. four copies of the dissertation abstract, the first of which is signed by the research advisor
4. completed University Microfilms International Agreement Form
5. completed Survey of Earned Doctorate Form
6. receipt from Student Accounts for payment of the binding and microfilm fees
Information concerning requirements for preparing the abstract, the forms to be completed, and the amount of the fees to be paid is available in the Office of Student Personnel Services. The dissertation and abstract will be examined by the Office of Student Personnel Services to see that they are prepared in an acceptable form and style. Any question about form or style will be referred to the Dean/Associate Dean for review and final decision.

**GRADUATION REQUIREMENTS**

Graduation with a doctoral degree requires (a) an application for graduation filed in the Office of Student Personnel Services at the beginning of the term of graduation, (b) full graduate status, (c) advancement to doctoral candidacy, and (d) an approved dissertation on file in the Office of Student Personnel Services.

All doctoral students must register for at least one credit during the 12-month period preceding graduation and must be registered in the term in which they are graduated.

**DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES**

The mission of the Department of Administrative and Policy Studies is to prepare educational leaders, advance professional knowledge, and improve the research and practice of educational administrators and policymakers. Administrative studies contribute to the development of knowledge and skills essential to the effective administration and management of educational organizations in regional, national, and international contexts. Policy studies focus on the decisions, plans, courses of action, and outcomes that occur as administrators and policymakers seek to achieve educational objectives.

Students specialize within three programs: (1) School Leadership Development; (2) Higher Education Administration; and (3) Social and Comparative Analysis in Education (which includes the Social, Philosophical, and Historical Foundations of Education specialization and the International Development Education Perspectives specialization). Students at the master’s degree, certification, and doctoral levels prepare for a variety of professional roles, including managerial and staff positions in schools, school districts, higher education institutions, and national ministries of education. Some students prepare for research and policy positions in local, state, national, and international agencies; others go on to careers in research and teaching at the college or university level. The department offers programs leading to the MEd, MA, EdD, and PhD in Administrative and Policy Studies, as well as certification programs. It also provides service courses for students from other departments and schools at the master’s and doctoral levels in education and society; history and sociology of education, education and culture, educational anthropology, supervision, administration, education law, qualitative inquiry, interpretive research, and evaluation.

**ADMISSION**

Applicants for admission to any of the programs in the Department of Administrative and Policy Studies must meet the School of Education admission requirements as detailed on page 176. Applicants for admission to a doctoral program must also submit a sample of their professional writing in the form of a previously completed term paper, master’s thesis, conference presentation, or published article.

**THE SCHOOL LEADERSHIP DEVELOPMENT PROGRAM**

The School Leadership Development Program prepares school leaders through the Master of Education (MEd) and Doctor of Education (EdD) degree programs and three certification programs (Elementary or Secondary School Principal, Supervisor of Curriculum and Instruction, and the Superintendent’s Letter of Eligibility). The Superintendents Academy Doctoral Program includes both an EdD and a Letter of Eligibility. All certificates are issued by the Pennsylvania Department of Education.

The mission of the program is to deliver a preeminent preparation program for aspiring school leaders that provides a relevant and balanced course of studies, which includes rigorous field experience. The goal of the School Leadership Development Program is to ensure that all graduates acquire competence through the integration of the knowledge and skills necessary for formulating and implementing a clear vision of educational processes and outcomes associated with responsible data orientation, pertinent to organizational and professional development of staff, and related to effective and responsive management.

The conceptual framework for the preparation programs for future educational leaders incorporates three dimensions in its design:

1. an integrative curriculum based on five interactive behavioral domains:
   
   (a) facilitating teaching and learning  
   (b) establishing vision and focus  
   (c) managing strategically  
   (d) creating and using knowledge and decision-making  
   (e) building learning communities  

2. a field component integrated with the curriculum that includes experiences with professionals in education, and other public and private service sectors  

3. movement through the doctoral program as a cohort with common experiences and requirements

**CONTACT INFORMATION: SCHOOL LEADERSHIP DEVELOPMENT**

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School Leadership Development  
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Web site: http://www.education.pitt.edu/aps/aps.html
THE HIGHER EDUCATION ADMINISTRATION PROGRAM

The Higher Education Administration Program offers professional degrees (MEd and EdD) for graduate students who wish to pursue advanced study in academic affairs, institutional management and policy, or student affairs and who demonstrate a superior level of expertise and capacity for leadership in the field of higher education. Course offerings include courses in administration, policy, and evaluation of higher education institutions and systems, both domestic and international. The program faculty includes experienced administrators in higher education, active participants in professional associations, productive higher education scholars, and consultants to both domestic and international higher education agencies. The service activities undertaken by faculty members in the context of professional societies or consultation evolve from and contribute to their teaching and research. The primary intent of the higher education faculty’s involvement in professional and community service, therefore, is to extend their knowledge and expertise to settings outside the department, helping to shape educational policy and practice, as well as to test, refine, and/or refocus the ideas that inform their teaching and scholarship. A major vehicle for accomplishing this is the Institute for Higher Education Management (IHEM), which was established in the Spring of 1999 to serve as a forum for professional communication among the leaders of higher education throughout Western Pennsylvania and as a catalyst for change in the management of higher education.

CONTACT INFORMATION: HIGHER EDUCATION ADMINISTRATION PROGRAM
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Web site: http://www.education.pitt.edu/aps/aps.html

SOCIAL AND COMPARATIVE ANALYSIS IN EDUCATION (SCAE)

The teaching, research, and service activities of the SCAE faculty focus on analyzing and intervening in the complex relationships between education (preschool, primary, middle, secondary, higher, and nonformal) and society in the United States and other countries throughout the world. Such analyses and involvement in shaping educational policies, organization content, and practices is grounded in selected disciplines of the social sciences and humanities (e.g., anthropology, economics, history, philosophy, political science, sociology). SCAE faculty draw upon interpretive, normative, and critical perspectives in studying and participating in educational and related social phenomena. Such perspectives promote analyses of the meaning and the influence of different value orientations. Existing social and educational systems are analyzed for their efficiency and effectiveness at the same time as attention is focused on inequities and injustice pertaining to ethnicity, gender, race, social class, and geo-political region in institutional policies and practices. Based on such insights, faculty, students, and graduates seek to work with others to improve education and, thereby, the quality of human experience.

Master’s degrees [both Master of Arts (MA) and Master of Education (MEd)] and a doctoral degree [Doctor of Philosophy (PhD)] are offered in this program. Students specialize in one of two areas: International and Development Education Perspectives (IDEP) or Social, Philosophical, and Historical Foundations (SPHF) of Education.

The specialization in International and Development Education Perspectives (IDEP) is focused on discipline-based, comparative analyses of educational systems and problems in national and global contexts. Particular emphasis is given to understanding the relationships between the organization, content, policies, and processes of education, on the one hand, and cultural, economic, and political change in societies varying in the degree and form of development, on the other.

The specialization in Social, Philosophical, and Historical Foundations (SPHF) of Education is concerned with analyzing issues confronting education organizations and their relationship to large social systems from the perspectives of philosophy, history, and the social sciences. Of particular interest are practical and theoretical issues concerned with social class, racial/ethnic, and gender inequities as well as problems underlying educational practice, administration, policy development and implementation, and evaluation of education change efforts.

Students in both specializations are encouraged to earn a certificate from one or more of the area studies programs coordinated by the University Center for International Studies (Asian, Latin American, Russian and East European, and West European) as well as from the Women’s Studies Program. Course work also may be taken in the Graduate School of Public and International Affairs, the Department of Africana Studies, as well as various departments in the Faculty of Arts and Sciences.

CONTACT INFORMATION: SCAE
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DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES COURSES

| ADMPS  | 2050  | Race and Racism in Education and Society (Cross-listed with EDUC 2103) |
| ADMPS  | 2087  | Special Topics |
| ADMPS  | 2089  | Special Topics |
| ADMPS  | 2090  | Research Seminar |
| ADMPS  | 2091  | Higher Education Master's Seminar |
| ADMPS  | 2092  | Elementary School Practicum |
| ADMPS  | 2093  | Secondary School Practicum |
| ADMPS  | 2095  | Central Office Administration Practicum |
| ADMPS  | 2096  | Internship in Supervision |
| ADMPS  | 2097  | Policy, Planning, and Evaluation Practicum |
| ADMPS 2098 | Directed Study |
| ADMPS 2099 | Guidance in the Master’s Degree |
| ADMPS 2100 | School Leadership: Assessment and Development |
| ADMPS 2101 | Pennsylvania School Law |
| ADMPS 2102 | TCD School Law for Teachers (Cross-listed with I&L 2929) |
| ADMPS 2105 | Building External Capacity |
| ADMPS 2106 | Introduction to Educational Systems Planning |
| ADMPS 2107 | Educational Administration and Management |
| ADMPS 2108 | Educational Facilities Planning |
| ADMPS 2109 | The School Administrator |
| ADMPS 2110 | Educational Program Leadership |
| ADMPS 2111 | Student Development and Assessment |
| ADMPS 2112 | Group Dynamics/Intergroup Relations |
| ADMPS 2114 | Disability Law and Society |
| ADMPS 2115 | School Supervision: Theory and Skills |
| ADMPS 2117 | Modes of Instruction |
| ADMPS 2120 | Student Services Management |
| ADMPS 2131 | Higher Education Administration |
| ADMPS 2133 | Gender and Education |
| ADMPS 2201 | Data Base Management Systems |
| ADMPS 2302 | Politics of US Education (Cross-listed with EDUC 2108) |
| ADMPS 2305 | Sociology of Education (Cross-listed with EDUC 2105) |
| ADMPS 2306 | History of Education in the United States (Cross-listed with EDUC 2102) |
| ADMPS 2307 | Politics and History of Higher Education |
| ADMPS 2310 | Contemporary Philosophy of Education |
| ADMPS 2312 | The Supreme Court and Education |
| ADMPS 2342 | Education and Culture (Cross-listed with EDUC 2106) |
| ADMPS 2344 | Education and Social Movements (Cross-listed with EDUC 2104) |
| ADMPS 2352 | Educational Anthropology (Cross-listed with EDUC 2203 and ANTH 2728) |
| ADMPS 2353 | Applied Anthropology (Cross-listed with ANTH 1775 and 2775) |
| ADMPS 2355 | Ethnography of Education (Cross-listed with ANTH 2875) |
| ADMPS 2356 | Field Methods (Cross-listed with ANTH 2763) |
| ADMPS 2359 | Gender, Education, and Third World Development |
| ADMPS 2398 | Economics of Education (Cross-listed with PIA 2587) |
| ADMPS 2399 | The Political Economy of Education (Cross-listed with PIA 2584) |
| ADMPS 3001 | Disciplined Inquiry in Administrative and Policy Studies |
| ADMPS 3003 | APS Core I |
| ADMPS 3004 | APS Core II |
| ADMPS 3007 | The Law and Society |
| ADMPS 3010 | Survey Research |
| ADMPS 3011 | Superintendent’s Assessment Laboratory |
| ADMPS 3012 | Field Methods in Educational Research |
| ADMPS 3013 | Historiography of Education |
| ADMPS 3015 | Ethical Issues in Higher Education |
| ADMPS 3016 | Introduction to Qualitative Research |
| ADMPS 3089 | Special Topics |
| ADMPS 3090 | Dissertation Research Seminar |
| ADMPS 3091 | Supervised Research in Educational Administration |
| ADMPS 3092 | Higher Education Internship |
| ADMPS 3093 | Central Office Administration Internship (Cohort) |
| ADMPS 3095 | Internship: Policy, Planning, and Evaluation |
| ADMPS 3097 | Supervised Research |
| ADMPS 3098 | Directed Study |
| ADMPS 3099 | Guidance in the Doctoral Degree |
| ADMPS 3100 | Instructional Leadership |
| ADMPS 3101 | Resources Management |
| ADMPS 3102 | School Law |
| ADMPS 3103 | School Financial Business |
| ADMPS 3104 | Higher Education Strategic Planning |
| ADMPS 3106 | Educational Planning and Evaluation |
| ADMPS 3107 | Leadership in Organizational Renewal |
| ADMPS 3109 | Strategic Management in Education |
| ADMPS 3112 | Staff Development (K-12) |
| ADMPS 3113 | Public Relations and Marketing in Educational Institutions (K-12) |
| ADMPS 3114 | Human Resources I |
| ADMPS 3115 | The Superintendent in Educational Leadership |
| ADMPS 3116 | Schools as Complex Organizations (K-12) |
| ADMPS 3118 | Conflict Management |
| ADMPS 3122 | Research Seminar in School Administration |
| ADMPS 3125 | Fundamentals of Instructional Supervision |
| ADMPS 3126 | Adults as Learners in the Curriculum |
| ADMPS 3127 | Curriculum: Perspectives and Issues (K-12) |
| ADMPS 3128 | Higher Education Budget Management |
| ADMPS 3129 | Higher Education Human Resource Management |
| ADMPS 3130 | Higher Education Academic Program Management |
| ADMPS 3131 | Student, Campus, and Society |
| ADMPS 3135 | Seminar in College Teaching |
| ADMPS 3136 | Comparative Higher Education |
| ADMPS 3137 | Organizational Development in Higher Education |
| ADMPS 3139 | Legal Aspects of Higher Education |
| ADMPS 3140 | Project Planning in Higher Education |
| ADMPS 3141 | Policy Studies in Higher Education |
| ADMPS 3142 | Advanced Seminar in Higher Education |
| ADMPS 3145 | Vision, Organizational Development, and Leadership |
DEPARTMENT OF HEALTH, PHYSICAL, AND
RECREATION EDUCATION

The academic mission of the Department of Health, Physical, and Recreation Education is to promote health and well-being across the lifespan through the teaching and study of human movement. More specifically, health and well-being are being promoted in the department through the teaching and study of (a) enhancement of exercise performance, (b) education for wellness and disease prevention, (c) control and learning of movement skills, (d) sport injury prevention, treatment, and rehabilitation, and (e) stress reduction and relaxation. This mission is accomplished through the generation of scientific knowledge, preparation of scholars/practitioners, and application of knowledge to service programs that respond to the needs of Pennsylvania and the nation.

In addition to the department’s strong focus on educating the general population, the department has ongoing research programs and services for special populations that contribute to the promotion of physical and mental health, general wellness, and active lifestyles throughout the lifespan.

CONTACT INFORMATION

Graduate Coordinator
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140 Trees Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 648-8320
Fax: (412) 648-7092
E-mail: hpred@pitt.edu
Web site: http://www.education.pitt.edu/hpred/hpred.html

ADMISSION

In addition to submitting the materials specified earlier for all master’s or doctoral degree programs in the School of Education (see page 176 for specifics), applicants to programs in the Department of Health, Physical, and Recreation Education must submit the following additional information, depending on the degree program being pursued:

ADMISSION REQUIREMENTS FOR THE MASTER’S DEGREE

Master’s degree applicants must submit a written statement of career goals and degree objectives that includes an area of specialization (Developmental Movement, Exercise Physiology, Health Promotion and Education, or Sports Medicine).

ADDITIONAL ADMISSION REQUIREMENTS FOR THE MASTER
OF HEALTH PROMOTION AND EDUCATION DEGREE

In addition to the school-wide and master’s specific items detailed above, applicants to the Master of Health Promotion and Education (MHPE) must offer the following:

1. satisfactory GRE scores
2. demonstrated commitment to health promotion
3. satisfactory completion of three credits of biological science, six credits of behavioral science, and three credits of college algebra or higher level mathematics

ADMISSION REQUIREMENTS FOR THE DOCTORAL DEGREE

In addition to submitting the materials specified earlier for all doctoral degree programs in the School of Education, applicants must submit a sample of professional writing in the form of a previously completed term paper, master’s thesis, article, etc., and have a personal interview with at least one faculty member within the program.

DEGREE OPTIONS

The Department of Health, Physical, and Recreation Education is currently organized around four major areas:

- Developmental Movement
- Exercise Physiology
- Health Promotion and Education
- Sports Medicine/Athletic Training

The department offers a MS degree in Health, Physical, and Recreation Education with programs in Developmental Movement, Exercise
Physiology, and Sports Medicine; each program offers a thesis and non-thesis option. The department also offers a Master of Health Promotion and Education (MHPE). The PhD degree in Health, Physical, and Recreation Education is available in the Developmental Movement, Exercise Physiology, and Sports Medicine programs.

DEVELOPMENTAL MOVEMENT PROGRAM

The Developmental Movement Program focuses on the control and learning of motor skills; how perception, attention and memory impact this process; the underlying neurological correlates; and the sociological context in which people move. The curriculum includes study of the mechanisms underlying motor performance and learning as well as applications to therapeutic settings and to the design of instructional programs in sport and physical education. Students specialize in a combination of motor development, motor learning, and motor control. The specialization provides research opportunities in the Motor Behavior Laboratory and clinical experiences in the Kinder Kinetics Program. It also interfaces with other academic units such as Information Science, Psychology, Sociology, Communication Science and Disorders, and the Learning Research and Development Center.

EXERCISE PHYSIOLOGY PROGRAM

The Exercise Physiology Program focuses on the biodynamics of exercise, its role in the training and conditioning of sport participants, its benefits as a therapeutic agent in the prevention and rehabilitation of disease, and as an adjunct to healthful living. The program includes an integrated core of knowledge in these foci as well as advanced study in each. The Exercise Physiology curriculum has extensive academic and research interaction with the School of Medicine and Graduate School of Public Health. Research experiences in such areas as cardiovascular limitations to exercise performance, exercise prescription, ergogenic aids, and the physiological basis of perceived exertion are available in the Human Energy Research Laboratory (HERL) and Sport Science Research Laboratory. Experiences in exercise evaluation, prescription, and supervision are also available. Clinical and research internships are available in the HERL, Faculty and Staff Wellness program, and regional hospitals and school districts.

HEALTH PROMOTION AND EDUCATION PROGRAM

The Master of Health Promotion and Education (MHPE) degree, offered jointly with the Graduate School of Public Health, enables professionals to meet the growing demand for health promotion and disease prevention services in diverse populations. Graduates enter a variety of organizational settings to assess, plan, implement, and evaluate interventions designed to promote health and wellness. The 45-credit hour curriculum is guided by a set of competencies which health educators are expected to master. These competencies were developed by the National Commission for Health Education Credentialing and include the following:

1. Assessing individual and community needs for health education
2. Planning effective health education programs
3. Implementing health education programs
4. Evaluating effectiveness of health education programs
5. Coordinating the provision of health education services
6. Acting as a resource person in health education
7. Communicating health and health education needs, concerns, and resources

Course work includes health behavior theory, statistics, various research methodologies, and pedagogy skills. In addition, a series of integrated courses address the following content areas: lifestyle behaviors, nutrition, exercise physiology, stress management, and mental health. The final requirement of the program is the completion of a supervised field practicum in a professional setting. Students must then prepare and defend a formal, written analysis of their practicum experience as it relates to their course work. Graduates of the MHPE program are eligible to sit for the Certified Health Education Specialist (CHES) examination.

SPORTS MEDICINE PROGRAM

The Sports Medicine Program focuses on providing the student with enhanced knowledge in pathokinesiology of orthopedic and athletic injuries, a basis for interpreting and participating in sports medicine research and a foundation in the athletic training services to high schools, colleges and universities, professional sports organizations, as well as within private sports medicine clinics within the Pittsburgh community. The student has experiences in the Neuromuscular Laboratory, which examines experimental models for enhanced management and rehabilitation of sports and orthopedic related injuries. Students must have Athletic Training certification to apply for this program.

DEPARTMENT OF HEALTH, PHYSICAL, AND RECREATION EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>HPRED 2000</td>
<td>Adapted Physical Education</td>
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<tr>
<td>HPRED 2001</td>
<td>Adapted Physical Education Practicum</td>
</tr>
<tr>
<td>HPRED 2176</td>
<td>Graded Exercise Testing</td>
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<tr>
<td>HPRED 2267</td>
<td>Orthopedic Assessment/Treatment of Athletic Injury</td>
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<tr>
<td>HPRED 2268</td>
<td>Seminar in Sports Medicine</td>
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<tr>
<td>HPRED 2269</td>
<td>Anatomical Basis of Sports Medicine</td>
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<td>HPRED 2320</td>
<td>Stress Management</td>
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<tr>
<td>HPRED 2321</td>
<td>Lifestyles and Health</td>
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<tr>
<td>HPRED 2322</td>
<td>Comprehensive Health Education for Tomorrow (Cross-listed with EDUC 2107)</td>
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<td>HPRED 2323</td>
<td>Mental Health Education</td>
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<td>HPRED 2374</td>
<td>Exercise Testing, Prescription, and Supervision</td>
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<td>HPRED 2375</td>
<td>Research and Experimental Design in Exercise Physiology</td>
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<td>HPRED 2378</td>
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<td>Exercise and Aging</td>
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<td>Sport Psychology</td>
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<tr>
<td>HPRED 2402</td>
<td>Motor Learning</td>
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DEPARTMENT OF INSTRUCTION AND LEARNING

Teaching and learning are the most central activities of education; they involve the teacher, the learner, the content, the strategies, and the context for instruction. The mission of the Department of Instruction and Learning is to provide regional, national, and international leadership in the study and improvement of teaching and learning in diverse educational settings. One integrative theme throughout the department is cognitive studies, which focuses on the process of knowledge acquisition within an area of specialization.

The department addresses its mission through three interrelated efforts: research, the preparation of teaching/practitioner professionals, and service. In carrying out these efforts, the faculty share the goals to do the following:

1. generate, disseminate, and apply new knowledge about teaching, learning, and performance in various educational settings
2. identify the factors and features that contribute to the design and implementation of effective professional preparation programs in education
3. provide exemplary initial preparation and continuing education programs for teachers/specialists in the traditional major academic content areas and in selected related areas central to the operation of effective schools
4. provide the opportunities for advanced-level students in selected specialized areas to become highly competent scholar-researchers and scholar-practitioners
5. contribute to the educational development of school-aged, university, and adult students in the region through a variety of direct instructional programs
6. enhance that development further by contributing to the design and implementation of exemplary school-based programs through various university-school-community partnerships

The department offers the MAT, MEd, MA, MS, EdD, and PhD in Instruction and Learning as well as various certifications. It has six programs:

- Cognitive Studies
- Early Childhood
- Elementary Education
- Reading Education
- Secondary Education
- Special Education

Many programs permit considerable latitude in designing Plans of Studies that will both fulfill degree and program requirements and reflect the interests of the student.

ADMISSION

Applicants to any of the programs in the Department of Instruction and Learning must submit the materials specified earlier for all certificate, master’s, or doctoral degree programs in the School of Education (see page 176 for specifics). If an individual program in the Department of Instruction and Learning requires additional admission information, that information is described in the academic program areas below.

COGNITIVE STUDIES PROGRAM

The program in Cognitive Studies in Education is designed to produce scholars in the field of education who will be able to make substantive contributions to the growing cognitive science of education. Graduates of this program will have expertise in some academic field of relevance
to education and they will have extensive knowledge of and experience with basic and applied research related to their areas of expertise. The program seeks to produce competent researchers and reflective scholars who will contribute to the continuing development of a science of education by generating new information about the processes of knowledge acquisition and transmission associated with specific content areas.

Cognitive Studies is a program that uniquely combines the theoretical disciplines of cognitive science (anthropology, cognitive psychology, linguistics, computer science, and philosophy) with school subject matter areas such as history, English, mathematics, biology, foreign languages, and physics. The approach taken in this program is one that recognizes that a combination of academic scholarship and research expertise can probably best be acquired through not only a broad, comprehensive academic experience but also an active apprenticeship within a community of scholars and researchers. In keeping with that philosophy, the program emphasizes not only a tailored program of study designed to complement the student’s prior academic background and knowledge but also a carefully orchestrated set of apprenticeship experiences with acknowledged scholars and researchers who are actively engaged in building a cognitive science of education.

The Cognitive Studies in Education Program is an interdisciplinary effort which, while housed in the Department of Instruction and Learning in the School of Education, is able to draw on the excellent resources available in the general academic community of the University. Within their specific areas of subject matter competence, students are expected to work with faculty who are subject matter experts, especially those who have combined this expertise with an applied interest in education. Cognitive Studies students have close contact not only with faculty in the School of Education but also with faculty in academic departments (e.g., mathematics, physics, English, linguistics, philosophy, and psychology) and research centers (e.g., the Learning Research and Development Center). The contact may come in formal course work and seminars, independent study arrangements, or research apprenticeships.

The apprenticeship model employed in this program is designed to allow each student to work with several nationally prominent researchers involved in applying cognitive science perspectives and techniques to educational issues. A sequence of apprenticeship experiences is provided for each student. Over the course of a complete program, students gradually assume greater control over and responsibility for the research activities in which they engage, with culminating in the dissertation. Cognitive Studies students are required to present at a national conference, publish an original piece of research, and teach a university-level course of their own design. The apprenticeship model also helps to ensure that students will have exposure to all aspects of the research experience, including presentations of the results to various professional groups and publication in appropriate scholarly journals.

The Cognitive Studies program leads to the Doctor of Philosophy (PhD) degree.

ADMISSION TO COGNITIVE STUDIES

Students should see Admission Application Requirements for Doctoral Degree Programs on page 177 for details regarding admission requirements and application deadlines. For admission to the Cognitive Studies in Education Program, students are generally expected to have a master’s degree (with written thesis). However, students may be admitted without a master’s degree provided they have a solid undergraduate education. Admission to the program is based on assessment of qualifications and on the interview with faculty. For additional information, contact:

Program Coordinator
Cognitive Studies
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

EARLY CHILDHOOD EDUCATION PROGRAM

The Early Childhood Education Program prepares students to teach young children (birth to age eight) and to work collaboratively with their families and other professionals. Students develop skills for employment in public and private schools, centers, homes, and other facilities in which children within this age range and their families are served. Through course work and field experiences with infants, toddlers, preschoolers, and primary-aged children, students acquire competence in the use of developmentally appropriate practices. Special emphasis is placed on understanding and respecting family diversity, supporting families in their roles with young children, and supporting children with special needs in inclusive settings.

DEGREE AND CERTIFICATION OPTIONS

The Early Childhood Education Program offers the following degree and certificates:

- **Certification in Early Childhood Education**
  This post-baccalaureate program is intended for individuals who have undergraduate backgrounds in speech, psychology, child development, or other related fields of study who wish to pursue careers as Early Childhood Educators. Program prerequisites focus on child development and introductory course work in early childhood education. The program builds on this basic knowledge to establish competence in a variety of critical areas including curriculum development and implementation for specific developmental levels, family and community relationships, and observation and assessment. Student teaching experiences with two age levels and accompanying seminars focus on the application of content and the development of professionalism. Students complete a 33-credit-hour program beyond 12 hours of prerequisite course work. Students completing the program are eligible for Pennsylvania Instructional I Certification in Early Childhood Education.

- **Master of Education (MEd) Program in Early Childhood Education**
  The program is intended for individuals who already have an Early Childhood Education Certificate or whose career paths do not require them to have a certificate. Individuals who complete the post-baccalaureate Early Childhood Education Certification program at the University of Pittsburgh may apply up to 18 credits from their certification studies towards the Master of Education program. (Application to the MEd program must be made within three years of completing the certification program.) Course work in the Master of Education program is intended to enhance the continuing professional development of early childhood teachers beyond the skills and competencies acquired during certification study and to assist them in gaining greater self-determination through heightened awareness of their professional responsibilities.
and understanding of their own teaching practice. Students complete a minimum 36-credit-hour program beyond 12 hours of prerequisite course work.

- **Certification in Early Childhood Education and Master of Education (MEd) Program in Early Intervention**
  
  Students in this option combine Certification in Early Childhood Education (see above) with a Master of Education Program in Early Intervention (Special Education). Additional course work and practice in early intervention establishes expertise in the assessment of young children; the design, implementation, and evaluation of intervention strategies for infants/toddlers and preschoolers with a variety of disabilities; the educational implications of a variety of medical conditions; and establishment of working partnerships with families of young children with special needs. Students complete a minimum of 61 credit hours beyond 12 hours of prerequisite course work.

**ADMISSION TO EARLY CHILDHOOD EDUCATION**

Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting the following addresses and phone:

Program Coordinator
Early Childhood Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: [http://dil.sched.pitt.edu/index.html](http://dil.sched.pitt.edu/index.html)

**ELEMENTARY EDUCATION PROGRAM**

The Elementary Education Program offers a Professional Year certification or a Master of Arts in Teaching degree. It also offers a Master of Education degree intended for (a) graduates of undergraduate education programs; (b) the department’s own Professional Year students who wish to complete a master’s degree; and (c) individuals interested in working towards Reading Specialist Certification, College Reading/Adult Literacy Specialization, a Master of Education, Reading Supervision Certification, and doctoral degrees. Each of these options is detailed below:

- **Initial Teacher Certification [Professional Year (PY) Program]**
  
  The Professional Year program is a two-semester course of study leading to initial certification in Elementary Education. Applicants are expected to have a bachelor’s degree and a background in arts, humanities, natural sciences, and social sciences prior to admission. Professional Year students may apply up to 18 credits from the certification program toward the MEd. Application to the MEd program may be made upon completion of the certification program.

- **Master of Arts in Teaching (MAT)**
  
  The MAT program is a 15-month, full-time program leading to initial certification and a master’s degree. A minimum of 45 credits is required. Applicants must have a bachelor’s degree and are expected to have completed all prerequisite courses prior to entering the program. Students carry out an elementary internship assignment for the academic year.

- **Master of Education (MEd)**
  
  The MEd is a 36-credit program specializing in Elementary Education. Applicants are required to have a 3.00 undergraduate QPA and to be certified in Elementary Education.

**ADMISSION TO ELEMENTARY EDUCATION**

Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting:

Program Coordinator
Elementary Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: [http://dil.sched.pitt.edu/index.html](http://dil.sched.pitt.edu/index.html)

**READING EDUCATION PROGRAM**

Graduate work in Reading Education is available to individuals interested in working towards Reading Specialist Certification, College Reading/Adult Literacy Specialization, a Master of Education, Reading Supervision Certification, and doctoral degrees. Each of these options is detailed below:

- **Reading Specialist K-12 Certification**
  
  It is recommended that applicants have an initial teaching certificate and some teaching experience. A minimum of 24 credits is required.

- **Reading Specialist K-12 Certification plus MEd**
  
  It is recommended that applicants have an initial teaching certificate and some teaching experience. A minimum of 39 credits is required for the certificate plus Master of Education option.

- **College Reading/Adult Literacy Specialization**
  
  A minimum of 21 credits is required.

- **College Reading/Adult Literacy Specialization plus MEd**
  
  A minimum of 39 credits is required for the certification plus Master of Education option.

- **Master of Education (MEd)**
  
  Focuses on generalist work in reading education. A minimum of 36 credits is required.

- **Reading Supervisor Certification**
  
  Students entering this program must have completed a master’s degree. Appropriate course work taken for the master’s degree may be used to fulfill some prerequisite supervisory certification requirements. Eligibility for receipt of this certification requires a minimum of five years teaching experience in the field. A minimum of 21 credits is required.
English/Communications certification for grades seven through 12

Individuals interested in working towards Graduate work in English/Communications Education is available to ENGLISH/COMMUNICATIONS EDUCATION SPECIALIZATION

SECONDARY EDUCATION PROGRAM

The Secondary Education Program offers five major specialization areas:

- English/Communications Education
- Mathematics Education
- Science Education
- Social Studies Education
- Foreign Language Education

Within each of these the student can choose to pursue Professional Year (PY) certification specialization, a Master of Arts in Teaching (MAT) degree certification specialization, or a Master of Education (MEd) degree certification specialization (each of these is described in the respective specialization areas below).

ENGLISH/COMMUNICATIONS EDUCATION SPECIALIZATION

Graduate work in English/Communications Education is available to individuals interested in working towards:

(1) English/Communications certification for grades seven through 12

(2) English/Communications certification for grades seven through 12 and the Master of Arts in Teaching degree

(3) The Master of Education degree

(4) Supervisor of Communication certification

(5) The PhD degree

(6) The EdD degree

Each of the degree and certificate programs is detailed below.

DOCTOR OF EDUCATION (EDD)

Candidates are expected to focus on the application of theory and research to problems of teaching and learning in schools and related settings. Graduates are expected to have reasonable preparation in the instruction, learning, and research concepts that cut across disciplinary fields and reasonable depth in the research, theory, and instructional practice in at least one reading concentration.

DOCTOR OF PHILOSOPHY (PhD)

Candidates are expected to develop a sound grounding in current research and theory in reading, an understanding of the historical and philosophical issues that have influenced work in reading education, and advanced-level knowledge in the academic disciplines that support their profession.

ADMISSION TO READING EDUCATION PROGRAM

Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting the following:

Program Coordinator
Reading Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

SECONDARY EDUCATION PROGRAM

The Secondary Education Program offers five major specialization areas:

- English/Communications Education
- Mathematics Education
- Science Education
- Social Studies Education
- Foreign Language Education

Within each of these the student can choose to pursue Professional Year (PY) certification specialization, a Master of Arts in Teaching (MAT) degree certification specialization, or a Master of Education (MEd) degree certification specialization (each of these is described in the respective specialization areas below).

ENGLISH/COMMUNICATIONS EDUCATION SPECIALIZATION

Graduate work in English/Communications Education is available to individuals interested in working towards:

(1) English/Communications certification for grades seven through 12

(2) English/Communications certification for grades seven through 12 and the Master of Arts in Teaching degree

(3) The Master of Education degree

(4) Supervisor of Communication certification

(5) The PhD degree

(6) The EdD degree

Each of the degree and certificate programs is detailed below.

INITIAL TEACHER CERTIFICATION [PROFESSIONAL YEAR (PY) PROGRAM]

This option provides qualified liberal arts graduates with the opportunity to obtain initial teacher certification in English/Communications for grades seven through 12. This option is for applicants who have completed, or who can complete, prerequisite course work before beginning the Professional Year and who have at least a 3.00 QPA. Students complete a minimum of 30 credits beyond the prerequisite course work.

MASTER OF ARTS IN TEACHING (MAT)

This option provides teacher certification for qualified liberal arts graduates who want to coordinate certification study with advanced studies for a master’s degree. Applicants must have completed, or must be able to complete, prerequisite course work before beginning the MAT studies. Applicants must have at least a 3.00 QPA. Students complete a minimum of 48 credits beyond the prerequisite course work.

MASTER OF EDUCATION (MED)

This option, the MEd in English/Communications, is a professional degree for the graduate student who wishes to pursue advanced study in the field. Students complete a minimum of 36 credits.

SUPERVISOR OF COMMUNICATION CERTIFICATION

To be eligible for this certification, students must have a minimum of five years of teaching experience in the certification field. Appropriate course work taken for the master’s degree may be used to fulfill some supervisory certification requirements. Students complete a minimum of 36 credits.

DOCTOR OF PHILOSOPHY (PhD)

Research for the PhD degree should focus on the study of basic problems in the teaching and learning of English/Communications. PhD candidates are expected to develop a grounding in current research and theory in their specialized field.

DOCTOR OF EDUCATION (EdD)

The EdD in this field prepares scholar-practitioners to provide leadership in curriculum and instructional design, teaching and staff development, learning and adapting to individual differences, and/or the use of instructional technology in school-based and college-level settings.

ADMISSION TO ENGLISH/COMMUNICATIONS EDUCATION SPECIALIZATION

Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting:
Specialization Coordinator  
English/Communications Education  
Department of Instruction and Learning  
4H Posvar Hall  
University of Pittsburgh  
Pittsburgh, PA 15260  
Phone: (412) 624-7254  
Fax: (412) 648-7081  
E-mail: dil@pitt.edu  
Web site: http://dil.sched.pitt.edu/index.html

MATHEMATICS EDUCATION SPECIALIZATION

The Mathematics Education Specialization offers courses of study leading to secondary school teacher certification, secondary school supervisory certification, and master’s and doctoral degrees, each of which is detailed below:

- **Initial Teacher Certification [Professional Year (PY) Program]**
  The PY certification-only option provides qualified mathematics area graduates with the opportunity to obtain initial teacher certification in middle and secondary mathematics, grades seven through 12. This option is intended for applicants who have completed or will be able to complete prerequisite course work before beginning the PY sequence. Students complete a minimum of 30 credits beyond the prerequisite course work.

- **Master of Arts in Teaching (MAT)**
  The Master of Arts in Teaching option provides comprehensive teacher preparation for qualified mathematics area graduates who want to coordinate certification study with advanced-level studies in education. Applicants must have completed, or be able to complete, prerequisite academic course work before beginning MAT studies. Students complete a minimum of 48 credits beyond the prerequisite course work.

- **Master of Education (MEd)**
  The MEd in Mathematics Education is a professional degree for the graduate student who wishes to pursue advanced study in the field. In addition to addressing the needs and interests of beginning and experienced teachers whose objective is to advance their backgrounds as mathematics teachers in schools, the master’s degree also prepares students for admission to doctoral study. Students complete a minimum of 36 credits.

- **Supervisor of Mathematics Certification**
  To be eligible for this certification, students must have a minimum of five years of teaching experience in mathematics. Appropriate course work taken for the master’s degree may be used to fulfill some supervisory certificate requirements. Students complete a minimum of 36 credits.

- **Doctor of Education (EdD)**
  The EdD degree in Mathematics Education emphasizes the development of scholarly attainment in the theory, research, and practice of mathematics education. Doctoral candidates are expected to focus on current research and theory in mathematics education, historical and philosophical issues that have influenced work in mathematics education, and the application of theory and research to the teaching and learning of mathematics in schools and related settings. Students pursuing the EdD in mathematics education are expected to have a strong background in mathematics appropriate for their focus of study.

- **Admission to Mathematics Education Specialization**
  Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting the Specialization Coordinator.

In addition to the requirements specified earlier in this Bulletin, admission requirements for doctoral applicants include submission of a sample of their professional writing in the form of a previously completed term paper, master’s thesis, article, etc. and arranging, when possible, for a personal interview with faculty members within the program.

For additional information, contact:

Specialization Coordinator  
Mathematics Education  
Department of Instruction and Learning  
4H Posvar Hall  
University of Pittsburgh  
Pittsburgh, PA 15260  
Phone: (412) 624-7254  
Fax: (412) 648-7081  
E-mail: dil@pitt.edu  
Web site: http://dil.sched.pitt.edu/index.html

SCIENCE EDUCATION SPECIALIZATION

The School of Education offers innovative graduate-level certification options (biology, chemistry, earth and space science, general science, and physics) for science area majors interested in careers in teaching. Special emphasis is placed on: (a) building a strong content academic background; (b) developing an in-depth understanding of learners, learning theory, and school contexts; (c) gaining knowledge and understanding of both general and specialized pedagogy; (d) developing skills in teaching through University and school-based clinical practical experiences; and (e) developing an inquiring and reflective approach to teaching as an exciting, challenging, and rewarding career. The certification options in Science Education prepare the candidate for teaching assignments in grades seven through 12.

Master of Arts in Teaching (MAT), Master of Education (MEd), Master of Science (MS), and Doctor of Education (EdD), and Doctor of Philosophy (PhD) degree options are available. A certification option as Supervisor of Science is also available.

- **Undergraduate Prerequisites and Recommended Course Work**
  All candidates for the Professional Year (PY) or Master of Arts in Teaching (MAT) options in science education are expected to demonstrate successful completion of at least six credits of background studies in each of four areas — arts, humanities, natural sciences, and social sciences — prior to admission.

Candidates must complete 44 to 54 credits of content core requirements related to their specialty area. These requirements address basic academic knowledge areas for science education as defined by the Pennsylvania Department of Education and the Department of Instruction and Learning. Equivalent courses from other colleges or universities will be considered for biology, chemistry, physics, earth and space science, and general science specialty areas.
Pre-Education Professional Field Courses for Science Education (Nine credits)

Prerequisite course requirements for the PY option must be completed before entry into the program. MAT students may complete these requirements as part of their graduate program. Several other elective courses and early field experiences are available for undergraduate students.

General education studies in communications, humanities, natural sciences, and social sciences for a total of 48 credits are strongly recommended and may be used to fulfill undergraduate degree requirements. These background areas are required for undergraduates seeking early acceptance to graduate study. Undergraduates may need additional general education courses to satisfy degree requirements.

Degree and Certification Options

Each of the degree and certification options offered by the specialization in Science Education is detailed below:

Initial Teacher Certification [Professional Year (PY) Program]

This option provides qualified science and science-related graduates with the opportunity to obtain initial teacher certification in a science area. This option is intended for applicants who have completed or will be able to complete prerequisites, specified above, before beginning the Professional Year sequence. The Professional Year sequence is an intensive immersion into the study and practice of teaching science to middle school and secondary school students. For certification, students must complete 30 minimum total credits.

Science Certification for Experienced Scientists

The specialization also offers a special certification-only option for experienced scientists who seek a new career in science teaching. Part-time study is permitted and a semester of full-time student teaching is required for such persons.

Master of Arts in Teaching (MAT)

This option provides a comprehensive teacher preparation program for qualified science area graduates who want to coordinate certification study with advanced-level studies in education. Applicants must have completed or be able to complete prerequisite academic course work, before beginning MAT studies. This 48-credit program for full-time students begins in June and extends through August of the following year.

Science as an Additional Field

Certification exists for applicants already certified in a teaching field. They may complete the appropriate course work in the science specialty (minimum of 44-54 credits) plus course work in science pedagogy (six credits) and a certification area teaching practicum (three credits). Teachers already certified in one science specialty may petition for a waiver of the nine-credit theory, methods, and practicum requirements in pedagogy when applying for the additional specialty. However, such persons, assuming they hold a valid Pennsylvania Instructional I or Instructional II certificate in one science field must take and pass the content area test for which new certification is sought.

Supervisor of Science

This option requires a minimum of five years of teaching experience in the certification field. Appropriate course work taken for the master's degree may be used to fulfill some supervisory certification requirements. Supervisory theory and leadership, curriculum and instruction, and policy issues are studied with a practicum requirement. This option requires a minimum of 39 credits.

Master of Education (MEd)

The Elementary Science Education specialization prepares teachers already certified in Elementary Education to become science specialists in elementary schools. The Secondary Science Education specialization is designed to meet the needs of practicing science teachers and other science educators, such as intermediate unit personnel and museum or science center directors.

The goals of both specializations are to raise the professional performance of practicing teachers, to enhance their school science faculty leadership potential, to review their knowledge of their science field(s), and to broaden their understanding of science education theory and practices. This option requires a minimum of 39 credits.

Master of Science (MS)

This degree is appropriate for secondary science teachers and elementary teachers with especially strong backgrounds in science fields with the equivalent of a major in one field. Students who matriculate in this specialization are expected to continue studies to obtain a doctoral degree. This 39-minimum-credit option focuses on major field, natural science, and historical foundations of science education.

Doctor of Education (EdD)

This specialization is designed to prepare (a) professors of science in application-oriented colleges or universities, (b) faculty responsible for the preparation of teachers of science in those institutions, or (c) science curriculum and instruction leaders in either elementary or secondary science education settings.

Doctor of Philosophy (PhD)

Students enroll in this degree specialization to become science education professors in research-oriented universities. They will teach science courses and/or guide the preparation of elementary and/or secondary school science teachers, conduct research and development projects, and serve as a graduate faculty member in those types of institutions.

Admission to Science Education Specialization

Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting the Specialization Coordinator.

In addition to the requirements specified earlier in this Bulletin, admission requirements for doctoral applicants include submission of a sample of their professional writing in the form of a previously completed term paper, master's thesis, article, etc. and arranging, when possible, for a personal interview with faculty members within the program.

For additional information, contact:

Specialization Coordinator
Science Education
Department of Instruction and Learning
4H01 Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html
SOCIAL STUDIES EDUCATION SPECIALIZATION
The Social Studies Education Specialization offers courses of study leading to certification for grades seven through 12 and master’s and doctoral degrees. The certification and degree options are detailed below:

- Initial Teacher Certification [Professional Year (PY) Program]
  This option provides qualified graduates in the social science disciplines (to include anthropology, economics, geography, history, political science, psychology, sociology) with the opportunity to obtain Instructional I teacher certification in Social Studies Education for grades seven through 12. All applicants are required to have completed 30 credits in one of the above social science disciplines, another 24 credits across the other six disciplines, and nine credits of educational prerequisites. The 30-credit PY option extends across the regular academic year and includes a three-credit field practicum during the Fall Term and a nine-credit student teaching experience during the Spring Term.

- Master of Arts in Teaching (MAT)
  This option provides qualified graduates in the social science disciplines with the opportunity to obtain Instructional I teacher certification in Social Studies Education for grades seven through 12 and an MAT degree. All applicants are required to have completed 30 credits in one of the social science disciplines along with another 24 credits across the other six disciplines, and nine credits of educational prerequisites. The MAT option requires 45-48 credits, including nine internship credits. The internship involves the placement of the student in a secondary school setting for the entire academic year of the respective school site.

- Master of Education (MEd)
  The MEd option is a professional degree in education for the graduate student who chooses to pursue advanced study in Social Studies Education. All MEd students who enter have obtained Instructional I teacher certification and can undertake courses leading to Instructional II teacher certification in the social studies. This option requires 36 credits of specialized study in the social studies of which 18 credits of Professional Year graduate study towards teacher certification can be included.

- Doctor of Philosophy (PhD)
  The PhD in Social Studies Education should focus on the study of basic problems in the teacher and learning of the social studies at the secondary school level.

- Doctor of Education (EdD)
  The EdD option in Social Studies Education prepares scholar-practitioners as educational leaders in curriculum and instructional design as well as teaching and staff development in school-based settings.

Admission to Social Studies Education Specialization
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting:

Specialization Coordinator
Social Studies Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

FOREIGN LANGUAGE EDUCATION SPECIALIZATION
Graduate work in the Foreign Language Education Specialization area is available to qualified persons interested in pursuing:

1. K-12 Instructional I certification in French, Spanish, German, Latin, Chinese, Japanese, Italian, or Russian;
2. dual certification in a foreign language and elementary education;
3. a Master of Arts in Teaching degree;
4. a Master of Education degree;
5. a Master of Education degree and a University of Pittsburgh certificate for the teaching of English as a second language (TESOL);
6. a PhD degree; or
7. an EdD degree.

Those certification and degree options are detailed below.

- Initial Teacher Certification [Professional Year (PY) Program]
  The Professional Year is available to graduates who have majored in a foreign language (or who have successfully completed the necessary prerequisite courses in a foreign language to meet content standards) and who have completed the prerequisite courses in education. Native speakers of the language of certification are not exempt from prerequisite course work in the culture, civilization, literature, and structure of their language. This Professional Year option consists of 30 credit hours of full-time work over two semesters. Successful completion of the program results in an initial teacher certification in a particular foreign language for teaching in kindergarten through twelfth grade. In some cases, the Professional Year in foreign language education may be completed on a part-time basis. Applicants who are non-native speakers of the language of certification are also required to submit results of an oral proficiency interview by an individual certified by the American Council on the Teaching of Foreign Languages. A rating of “advanced” or higher on the oral proficiency scale is expected.

- Dual Certification in a Foreign Language and Elementary Education
  For qualified individuals who have met necessary prerequisite courses for certification in a foreign language and for certification in elementary education, a dual certification specialization in a foreign language and in elementary education is available. All requirements of the Professional Year apply to this option.
Master of Arts in Teaching (MAT)
The Master of Arts in Teaching foreign languages is available for qualified liberal arts graduates who want to combine initial teacher certification in a particular foreign language with advanced study for a master’s degree. Applicants must have completed, or must be able to complete, prerequisite course work before beginning the MAT. Native speakers of the language of certification are not exempt from prerequisite course work in the culture, civilization, literature, and structure of their language. Students complete a minimum of 45 credit hours in addition to the course Introduction to Foreign Language Education. Individuals interested in the MAT commit to a full calendar year of study. Applicants who are non-native speakers of the language of certification are also required to submit results of an oral proficiency interview by an individual certified by the American Council on the Teaching of Foreign Languages. A rating of “advanced” or higher on the oral proficiency scale is expected. Study or work in one of the target language countries, although not required for admission, is strongly encouraged of all MAT applicants in foreign language education.

Master of Education (MEd)
The MEd in foreign language education is a professional degree for individuals wishing to pursue advanced study in the field of teaching and learning foreign languages combined with trends, issues, and research in education in general. This option is tailored to the needs of practicing or returning foreign language teachers who wish to learn about recent developments in the field of foreign language education. This degree is also suitable for international students who wish to learn more about foreign language instruction (e.g., English as a foreign language) in their home countries. Some course work in a particular foreign language at the graduate level is also possible within this option. This option does not provide courses or clinical experiences for initial teacher certification. The degree consists of a minimum of 36 credit hours and may be completed on a part-time basis. Credits earned while pursuing the MEd from an approved, graduate study-abroad program may be counted toward this degree. International students are required to provide proof of English language proficiency at the time of application by a score of 550 or higher on the TOEFL test or by having earned a degree in an English-speaking university.

Master of Education with TESOL Certificate
This option permits qualified individuals for the MEd in foreign language education to apply to the Department of Linguistics for admission to the University of Pittsburgh certification in the Teaching of English to Speakers of Other Languages (TESOL). If accepted, students combine course work for the MEd in foreign language education with required courses for the TESOL certificate. Students complete a minimum of 37 credits in this combined specialization. The University of Pittsburgh TESOL certificate is not to be confused with state certification for teaching in the public elementary or secondary schools. The degree is ideal for individuals seeking positions as English language teachers in other countries or in university English Language Institutes. International students are required to prove English language proficiency at the time of application by a score of 600 or higher on the TOEFL test or by having earned a degree in an English-speaking university.

Foreign Language Education (PhD)
The PhD in Foreign Language Education is a research degree focusing on issues of classroom-based foreign language/ESL learning and teaching in school or college settings. This degree should not be confused with doctoral degrees in foreign language literature or civilization, formal second language acquisition, or in other linguistic sciences. As part of the degree, students are expected to take graduate courses in other disciplines, for example, foreign languages, linguistics, and cognitive psychology. Although not required, three years or more of pre-college foreign language teaching experience is strongly encouraged before beginning. International students are required to provide proof of English language proficiency at the time of application by a score of 600 or higher on the TOEFL test or by having earned a degree from an accredited institution in the United States.

Foreign Language Education (EdD)
The EdD in Foreign Language Education prepares scholar-practitioners to provide leadership in curriculum development and instructional design, teacher and staff development, foreign language program innovation and evaluation, and instructional technology in school or college settings. This degree should not be confused with advanced degrees in foreign language literature or civilization or in the linguistic sciences. As part of the degree, students are expected to take graduate courses in other disciplines, for example, foreign languages, linguistics, teacher development, and instructional design and technology. Although not required, three years or more of pre-college foreign language teaching experience is strongly encouraged before beginning. International students are required to provide proof of English language proficiency at the time of application by a score of 600 or higher on the TOEFL test or by having earned a degree from an accredited institution in the United States.

Admission to Foreign Language Specialization
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Information concerning specific admission requirements (e.g., prerequisite credits in Content Core Studies) and specific program requirements (e.g., specific courses required) may be obtained by contacting:

Specialization Coordinator
Foreign Language Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

SPECIAL EDUCATION PROGRAM
The Special Education Program within the Department of Instruction and Learning offers a variety of graduate study opportunities to individuals whose career goals include working with people with disabilities.

A master’s degree in Special Education is offered in each of the program’s specializations:

- Education of Deaf and Hard-of-Hearing Students
- Early Intervention for Children with Disabilities
- Education of the Mentally and Physically Disabled
- General Special Education
- Vision Studies
Work toward graduate degrees may be combined with teacher certification study in: Deaf and Hard-of-Hearing Students, Mentally/Physically Disabled, and Vision Studies. The specializations include academic and field work for full-time or equivalent part-time study. Field work appropriate to the individual areas is carried out at cooperating schools, agencies, and clinics in Western Pennsylvania.

The program also offers courses of study leading to eligibility for certification as Supervisor of Special Education. At the doctoral level, the program provides opportunities for specialization studies with a particular emphasis on Learning Disabilities, Deaf and Hard-of-Hearing, Vision Studies, Orientation and Mobility, or Early Intervention.

Each of the degree and certification programs under the various specializations is detailed below.

SUPERVISOR OF SPECIAL EDUCATION
This certification option in Special Education is built on the assumption that most supervisory operations in education are, in principle, generic, with their fundamentals of theory and practice in common. The major distinguishing characteristic of this option is the application of supervisory theory to the context of the special education of exceptional children and youth. Specific emphasis is placed upon activities, relationships, facilities, agencies, persons, and processes that are peculiar to or have particular relevance to special education. The student completes a Plan of Studies encompassing such courses as supervision, curriculum development, current and legal issues in the specialization, and a supervision seminar associated with the internship.

SPECIAL EDUCATION DOCTORAL DEGREES
The major goal of the Special Education PhD and EdD degrees is the preparation of leadership personnel. Graduates must have leadership skills to identify the significant issues of the day and the ability to make decisions about the most effective use of new technologies and information to serve the nation’s disabled population. They will also become researchers and scholars committed to furthering the knowledge and empirical base needed for enhancement of special education practice and of the training of special education personnel. Graduates will serve infants, children, youth, and adults with disabilities through roles as teacher educators, researchers, administrators, consultants, and supervisors. Students complete either a PhD or EdD in Special Education with a particular emphasis in learning disabilities, deaf and hard-of-hearing, vision studies, orientation and mobility, or early intervention. As they have in the past, graduates of this program will be expected to have a significant impact on the quality of educational opportunities for persons with disabilities by providing leadership for local education agencies, state educational agencies, private foundations and agencies, colleges, and universities.

Admission to Doctoral Programs in Special Education
Admission requirements for doctoral degree applicants are specified under Admission Requirements for Doctoral Degree Programs on page 177. In addition, applicants must submit a sample of their professional writing in the form of a previously completed term paper, master’s thesis, article, etc. When possible, the applicant should arrange a personal interview with faculty members within the program. A minimum of three years’ experience teaching children with disabilities is preferred.

For additional information about doctoral degree programs in any of the specialization areas listed above, contact:

Program Coordinator
Special Education
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web address: http://dil.sched.pitt.edu/index.html

EDUCATION OF DEAF AND HARD-OF-HEARING STUDENTS SPECIALIZATION
Graduate work in the Education of Deaf and Hard-of-Hearing Students specialization is available to:

1. people interested in becoming certified as a teacher of deaf and hard-of-hearing students, K-12;
2. people interested in becoming certified as a teacher of deaf and hard-of-hearing students, K-12, and also earning a Master of Education degree;
3. people already certified as a teacher of deaf and hard-of-hearing students who wish to pursue an individualized Master of Education degree; and
4. people interested in working towards a PhD or EdD in Special Education with an emphasis in deafness.

The master’s and certification options (a and b above) prepare teachers to teach deaf/hard-of-hearing children and youth in residential, day class, resource room, and itinerant teaching settings. The program of study consists of core course work in education of deaf and hard-of-hearing students and practicum experiences including tutoring and student teaching in two placements. Prerequisites include a course in either introduction to hearing or introduction to audiology; a regular education course in the teaching of reading; Foundations of Special Education; and Sign Language I. These courses, which may be taken early if necessary, are part of the requirements for certification.

The degree and certification options are detailed below:

Certification Only
This option is available for qualified liberal arts graduates who wish to become teachers of deaf and hard-of-hearing students. Completion of 48 credits of course work beyond the prerequisites makes the student eligible both for Pennsylvania legal certification (Teacher of the Hearing-Impaired K-12) and for professional certification by the Council of Education of the Deaf (CED) with an elementary endorsement. Students with a bachelor’s degree in a content area who wish to earn an additional CED endorsement at the secondary level take an additional course in methods of teaching the content area and complete one of their student teaching placements with deaf/hard-of-hearing students at the secondary level. Students who wish to earn an additional CED endorsement for early childhood education take an additional course in early childhood education, and complete one of their student teaching placements in a preschool program for deaf/hard-of-hearing students.

Master of Education (MEd)
In addition to the prerequisites and core course work for certification, students complete nine credits of master’s-level courses in basic areas
of education and a three-credit research seminar in special education (60 credits in addition to prerequisites). Students who are already certified complete an individualized program of a minimum of 36 credits.

Admission to Deaf and Hard-of-Hearing Students Specialization
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. For the Education of Deaf and Hard-of-Hearing Students specialization, a background in a related field such as education, speech, hearing, or psychology is preferred.

For additional information, contact:

Specialization Coordinator
Education of Deaf and Hard-of-Hearing Students
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

EARLY INTERVENTION FOR CHILDREN WITH DISABILITIES SPECIALIZATION
The Special Education specialization in Early Intervention prepares students to teach infants, toddlers, and preschoolers with disabilities from birth to five years of age in hospital, home, and center-based settings, to support families of these young children in decision making and resource identification, and to collaborate with other professionals in service delivery. The degree and certification options are as follows:

Master of Education
A hands-on carefully supervised approach is used to assist students in developing competence in assessing young children with a variety of disabilities and planning, implementing, and evaluating educational programs for them. The specialization emphasizes the development of collaborative partnerships with families and collaborative relationships with other professionals in the delivery of services. Special consideration is given to preparing students to address the needs of young children with disabilities in community settings that are designed for the inclusion of all children. Course work and practicum experiences are based on best and recommended practices that have been researched and/or clinically recognized. The specialization has been accredited by the Council for Exceptional Children. Students complete a minimum of 40 credit hours beyond six hours of prerequisite course work.

Master of Education with Certification in Early Childhood Education
Students in this option combine Certification in Early Childhood Education (preschool through grade three) and the Master of Education in Early Intervention. Students complete a minimum of 52 credit hours beyond 12 hours of prerequisite course work.

Master of Education with Certification in Special Education
Students in this option combine certification in Mental and Physical Disabilities (see specialization description below) with a Master of Education degree in Early Intervention. Students complete a minimum of 62 credits with six hours of prerequisite courses.

Admission to Early Intervention for Children with Disabilities Specialization
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. Additionally, the Early Intervention for Children with Disabilities specialization requires an interview with the specialization coordinator.

For additional information, contact:

Specialization Coordinator
Early Intervention for Children with Disabilities
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

MENTAL AND PHYSICAL DISABILITIES SPECIALIZATION
Graduate work in Mental and Physical Disabilities is available to (a) persons interested in working towards Pennsylvania non-categorical certification in Mental and Physical Disabilities and (b) individuals interested in working towards certification and a Master of Education. The degree and certification options are as follows:

Certification
This option provides qualified applicants with the opportunity to obtain Pennsylvania teacher certification in Mental and Physical Disabilities. This option is for the person who seeks the professional opportunity of serving as a certified teacher. Admission follows completion of an undergraduate degree and selected prerequisite courses including I&L 2500/1580 (Foundations of Special Education), three curriculum courses in regular education, preferably in the teaching of reading or language arts, an undergraduate course in teaching mathematics or I&L 2473 (Mathematics for Elementary Teachers), and a course in teaching social studies or in teaching science. Students complete a minimum of 33 credits beyond the prerequisite course work, including additional courses in special education curriculum and instructional methods, observation/practicum and professional seminars, teaching practica in a variety of educational settings, and collaboration/consultation skills in general education.

Master of Education
This option is a professional degree for graduate students who wish to pursue advanced study in the field. Individuals who wish to pursue this option complete 12 additional credits beyond certification course work. These credits include course work in the Basic Areas of Education (nine credits) and a Research Seminar course (three credits).

ADMISSION TO MENTAL AND PHYSICAL DISABILITIES SPECIALIZATION
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. For additional information, contact:

Specialization Coordinator
Mental and Physical Disabilities
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
GENERAL SPECIAL EDUCATION
Individually designed master’s degree specializations (36 credits minimum) are available for those students who hold Pennsylvania special education teaching certificates or for regular educators who just want to learn more about special education. These specializations are designed to accommodate individualized professional goals but do not provide students with special education certification. Students may also pursue study for other certifications and/or other specialized study.

VISION STUDIES SPECIALIZATION
The Vision Studies Specialization prepares professionals to educate children and adults with visual disabilities. This specialization enables students to acquire dual certification as teachers of children with visual disabilities and/or as Orientation and Mobility (O&M) specialists with a Master of Education degree and provides the only opportunity for dual certification in this region of the United States. In addition, a component of the program provides the student with both didactic and clinical course work in early intervention with children who are blind and visually impaired. Teachers of children with visual disabilities provide instruction in educational placements that include public schools, resource rooms, full-time classrooms for children with visual disabilities, or approved private schools. Graduates provide specialized educational services as an itinerant teacher, a full-time classroom teacher, or as a teacher consultant with children birth through age 21. O&M specialists provide necessary instruction to visually disabled children and adults to enable safe, independent travel. Training includes integrating skills such as orientation in space in conjunction with the use of a long cane, dog guide, or an optical or electronic device. Students in the Vision Studies specialization participate in both didactic and practicum experiences to gain a broad range of specialty skills.

Vision Studies Degree and Certification Options
The Vision Studies Specialization offers the applicant a number of degree and certification options:

(1) Certification in Vision Education
(2) Certification in O&M
(3) Dual Certification in Vision Education and O&M
(4) MEd with Vision Education Certification
(5) MEd with O&M Certification
(6) MEd with Dual Certification in Vision Education and O&M

These options are further detailed below:

Certification in Vision Education
The Pennsylvania Department of Education grants a certification as a teacher of children with visual disabilities, which is a recognized certification in most states. This option includes approximately 27 credits of both didactic and clinical coursework.

Certification in O&M
The Academy for Certification of Vision Rehabilitation and Education Professionals grants a professional certification in O&M that enables the graduate to provide O&M services to children and adults. This option includes approximately 24 credits of both didactic and clinical coursework.

Dual Certification in Vision Education and O&M
Holding dual certification as a teacher of children with visual disabilities and O&M specialist makes the Vision Studies Specialization graduate more attractive to employers in public schools, private schools for the blind, and agencies that serve children or adults. This option includes approximately 39 credits of both didactic and clinical coursework.

Master of Education Degree
The Master of Education degree can be added to any of the options above with the completion of four courses or 12 credits of graduate-level coursework in regular education.

Admission to Vision Studies Specialization
Students should see School of Education general requirements for admission on page 176 for details regarding admission requirements and application deadlines. The Vision Studies specialization requires an interview with the specialization coordinator and field observations of relevant vision professionals who work with persons who are visually disabled. For additional information, contact:

Specialization Coordinator
Vision Studies
Department of Instruction and Learning
4H Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7254
Fax: (412) 648-7081
E-mail: dil@pitt.edu
Web site: http://dil.sched.pitt.edu/index.html

DEPARTMENT OF INSTRUCTION AND LEARNING
COURSE LISTINGS

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<td>Introduction to Elementary Teaching</td>
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<td>I&amp;L 3219</td>
<td>Advanced Seminar in Issues in Reading</td>
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<td>I&amp;L 3224</td>
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<td>I&amp;L 3240</td>
<td>Research in Reader Response</td>
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<td>I&amp;L 3241</td>
<td>Advanced Research in Composition</td>
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<td>Learning Style Research in Social Studies</td>
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<td>I&amp;L 3594</td>
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<td>I&amp;L 3596</td>
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<td>I&amp;L 3597</td>
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<td>I&amp;L 3598</td>
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The Child Development and Child Care program was transferred from the School of Social Work to the School of Education in the Fall Term, 2000. The program in Child Development and Child Care emphasizes the integration of knowledge of human development with the skills and expertise essential for developing, implementing, and evaluating effective programs for children, youth, and families. Students take foundational course work covering human development from conception through adolescence. The developmental course work pays special attention to the everyday lives of children and youth, including those with special needs, within the family, neighborhood, school, and larger social-cultural context. Course work in Child and Youth Care Practice emphasizes professional issues, program design and evaluation, counseling skills, and qualitative research methods. Students combine foundational course work with selected internships and planned elective courses. Study can focus on: Early Childhood Education Teacher Certification, Child Life, Group Care, Family Support/Intervention, Administration/Training, Play Interventions/Therapy, Early Care, and Children’s Literature and Literacy (the latter in cooperation with the School of Information Sciences). Students may also develop an individually designed specialization.

The program in Child Development and Child Care is endorsed as an academic program by the National Organization of Child Care Worker Associations (NOCCWA) and listed as an academic program to prepare child life specialists by the Child Life Council.

The program’s goal is to prepare students for major areas of developmental practice in an ecological, multicultural, family-focused perspective.

This program leads to a Master of Science degree.

### CONTACT INFORMATION
Child Development and Child Care Admissions Coordinator
Department of Psychology in Education
5C Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7230
Fax: (412) 624-7231
E-mail: psycad@pitt.edu
Web site: [http://www.education.pitt.edu/pie/pie.html](http://www.education.pitt.edu/pie/pie.html)

### ADMISSION TO CD&CC PROGRAM
Admission to the program in Child Development and Child Care is available for the Fall and Spring Terms for both full-time and part-time study. Applicants seeking admission to the master’s degree program must exhibit the qualities essential to function successfully in child and youth work and meet the following minimum requirements:

1. A bachelor’s degree from an accredited college or university. A baccalaureate in a social science (e.g., child development, education, sociology, psychology, anthropology) provides relevant preparation. Students holding degrees in natural sciences, liberal arts, and health-care fields are also encouraged to apply.

2. For admission to full graduate status, a quality point average of 3.00 on a 4.00 scale is required. Applicants who fall below this standard may be considered for provisional graduate status if strong supporting evidence of their ability to complete a graduate program is provided.

3. Applicants must have taken courses related to children, youth, and families; have familiarity with social science research methods; and have had direct experience with children, youth, or families.

4. The application form, the application fee, and all materials and credentials must be received by February 1 for admission for the Fall Term. If places remain unfilled, applications will continue to be considered until June 1. November 15 is the deadline for application for admission for the Spring Term.
ADMISSION APPLICATION PROCESS

Admission application forms are available in the Office of Student Personnel Services. Applicants should follow the directions in the packet to complete and submit the application.

In addition to completing the application, applicants must submit the following materials:

■ Application Fee
An application fee of $40.00 is required with each application for the MS Program. This fee is not refundable.

■ Written Statement
Each applicant is required to include with the application a four-part written statement discussing the following concerns in depth:

(1) Influences in the applicant’s life leading to the decision to study child development and child care

(2) Special skills and abilities that will facilitate the applicant’s ability to work with children, youth, and families

(3) How study in child development and child care will help the applicant achieve career goals

(4) A contemporary social issue of concern to the applicant

This statement should be typewritten and should not exceed eight pages.

■ Transcripts
It is the responsibility of the applicant to request the registrar of each college attended to send a complete official transcript to the Office of Student Personnel Services. These arrangements should be made immediately. If work is still in progress at the time of filing an application, the student should request a supplemental transcript at the end of each term. While a decision for acceptance may be made while academic work is still in progress, an up-to-date transcript must be received before the applicant can register for course work. Credentials submitted in support of an application are not returned.

■ References
The application materials include five letter-of-reference forms. Required references include college advisors, an instructor at the college level, and current (or last) employer/volunteer supervisor. The other references might include persons who can testify to the applicant’s aptitude for working with children and youth. The applicant takes the responsibility of providing these references. One of the blank reference forms the applicant receives should be sent to each of the reference persons.

Applicants should remember to write their names on top of the reference forms prior to forwarding the forms to the people providing references. Also, applicants should read the top section (relative to Public Law 90-247) and respond according to their wishes. An applicant’s signature in this section means that the applicant waives the right (as specified in the law) to access to the content of the reference letter. If the applicant does not sign, the applicant maintains the right to access as specified in the law.

The Child Development and Child Care Admissions Coordinator will periodically notify applicants of the status of their application materials, and the applicant will be expected to follow through with each reference to insure receipt of the letter. Reference persons should mail the completed form directly to the Office of Student Personnel Services.

■ Other Supporting Materials
The School of Education does not require the submission of scores from an examination for admission consideration. However, applicants wishing to submit such examination scores or other materials (publications, major papers, etc.) in support of their application may do so. In no instance will an applicant not submitting these be penalized in determining acceptance for the program.

Special circumstances surrounding individual applicants may indicate the need for additional materials (e.g., references) to be submitted in support of the application. The program reserves the right to require selected additional materials as it deems appropriate.

Applications are reviewed upon receipt of all required materials.

■ Admission Interviews
Usually, a decision on an application for admission is made without an interview. Occasionally, an interview may be requested by the Child Development and Child Care admissions coordinator. Also, applicants who feel they would like to discuss special circumstances surrounding their applications are encouraged to arrange admission interviews by contacting the admissions coordinator. These interviews are scheduled after all application materials have been received by the program.

FINANCIAL ASSISTANCE

Students wishing to apply for financial assistance through the School of Education may request a Financial Aid application form from the Department of Psychology in Education. Completed forms are to be returned to the Department of Psychology in Education. Decisions on applications are made after an offer of admission has been extended. Applicants may also apply directly to their local bank for Higher Education Loans. See section on Financial Aid at the front of this bulletin, beginning on page 7.

ADVISING AND PLACEMENT

Each student is assigned an academic advisor who is available to meet with the student on matters including course selection and registration, internship planning, and career goals.

The program receives frequent notices of position openings in a wide variety of human services agencies, as well as for home-based child care openings. These notices are posted on the program’s bulletin board in the main office of the Department of Psychology in Education. Also available are a job opening notebook and a compendium of alumni biographies which can be useful to students in career planning and seeking employment.

CD&CC PROGRAM REQUIREMENTS

The master’s program consists of a minimum of 36 credits of course work including an internship and a comprehensive examination

Each student selects a specialization that allows for a focus on particular career goals.

CD&CC CURRICULUM

The 36 credits are spread over the following requirements. (These requirements detail the Non-Thesis Option. A Thesis Option is also available.):
Developmental Core (9 credits)
PSYED 2303 Development: Conception Through Early Childhood in Social Context 3 cr.
PSYED 2304 Development: Middle Childhood and Adolescence in Social Context 3 cr.
PSYED 2305 Developmental Pathways: A Service Model 3 cr.

Practice Skills (6 credits)
PSYED 2319 Qualitative Methods of Research and Assessment 3 cr.
PSYED 2120 Counseling 1 — Skills 3 cr.

Professional Leadership (3 credits)
PSYED 2367 Professional Leadership 3 cr.

Planned Electives (9 credits; increased if internship is waived)
Internship (6 credits; waiver may be requested based on experience)
Program Design (3 credits)
PSYED 2365 Program Design and Evaluation 3 cr.

A written comprehensive examination (based on the program design paper) is required and is the basis for an oral examination.

SPECIALIZATIONS
The specialization consists of focused course work. An internship may be required for some. Specializations make use of courses in many areas of the University. Specialization study is currently available in the following areas:

- **Developmental Specializations**
  - Children’s literature and literacy
  - Early care, day care, and preschool: practice, management, training, and education
  - Early childhood education teacher certification
  - Family support
  - Youth development (community work such as Boys’ and Girls’ clubs, Boy Scouts, Girl Scouts, church programs): practice and management

- **Interventive Specializations**
  - Child-life
  - Family intervention
  - Group care, residential and day programs: practice, management, training, and education
  - Play therapy

Individually Designed Study
Research in Child and Youth Care

CHILD DEVELOPMENT AND CHILD CARE COURSES
In the School of Education, Child Development and Child Care courses are listed with the PSYED prefix and are numbered in the 2300s.

SCHOOL COUNSELING PROGRAM
School Counseling is a CACREP-accredited master’s program. Students in the School Counseling Program are prepared for careers as elementary and/or secondary school counselors. The program offers the Master of Education degree, which may be earned after the successful completion of two years of full-time study or three years plus summer study on a part-time basis. Students may also earn the Master of Arts degree upon successful completion of the basic program of study and additional courses in research methodology. Candidates for the degree of Master of Arts must also complete a master’s thesis.

One major goal of the School Counseling Program is to provide high-quality professional preparation of counselors so that they may be sensitive to the multifaceted demands placed upon students by the complexities and problems that are faced by educational institutions in contemporary society. Another goal of the program is to prepare counselors to provide the highest quality counseling services to meet the diverse needs of students in elementary and secondary schools.

Students in the program pursue a common set of academic experiences in psychology, research methodology, counseling theory and practice, and those that are of crucial importance for the preparation of school counselors. They also must complete required practicum and internship experiences at the elementary or secondary educational level where they wish to pursue their careers as counselors. The program is fully approved by the Department of Education of the Commonwealth of Pennsylvania, and graduates are eligible for certification as elementary school counselors and/or secondary school counselors in the public schools of the Commonwealth.

For additional information, contact:

School Counseling Admissions Coordinator
Department of Psychology in Education
5C Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7230
Fax: (412) 624-7231
E-mail: psyped@pitt.edu
Web site: http://www.education.pitt.edu/pie/pie.html

ADMISSION TO SCHOOL COUNSELING PROGRAM
In addition to submitting the materials specified earlier for all master’s degree programs under Admission Application Requirements for Master’s Degree Programs and Advanced Certification Programs on page 177, applicants for admission to the School Counseling master’s program must participate in a group admissions interview conducted by members of the School Counseling faculty. Three letters of recommendation are also required.

SCHOOL COUNSELING DEGREE AND CERTIFICATION OPTIONS
The following are the degrees and certifications offered within the School Counseling Program:

- Master of Education (MEd) Degree in Psychology in Education
- Master of Arts (MA) Degree in Psychology in Education
- Elementary School Counselor Certification
- Secondary School Counselor Certification
- Supervisor of Pupil Services Certification
DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY PROGRAM

The Developmental and Educational Psychology Program provides a bridge between the academic fields of developmental psychology, educational psychology, and the applied human service professions. A primary goal in this doctoral program is to develop students' abilities to understand the cognitive, socio-emotional, and interpersonal development of individuals as they learn in school, perform in the workplace, and interact and function in peer, family, and cultural contexts. A second goal is to enable graduates to apply their knowledge to research and practice that focuses on issues of current educational concern. These include cooperative learning, cultural variations in language and thought, cognitive and motivational differences, and patterns of family functioning and influence. The program prepares students for academic positions in colleges and universities and for positions as psychological specialists and research specialists in a variety of organizations concerned with education, health, and other human services. Students who complete the program earn a PhD in Psychology in Education.

For additional information, contact:

Developmental and Educational Psychology Admissions Coordinator
Department of Psychology in Education
5C Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7230
Fax: (412) 624-7231
E-mail: psyped@pitt.edu
Web site: http://www.education.pitt.edu/pie/pie.html

ADMISSION TO DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY PROGRAM

Applicants to the program must submit materials specified under Admission Application Requirements for Doctoral Degree Programs on page 177. In addition, applicants must submit:

(1) Verbal, quantitative, analytical reasoning, and advanced psychology scores from the Graduate Record Examination (GRE)

(2) A writing sample in the form of a previously written term paper, master's thesis, or article

(3) Evidence of 12 previous credits in psychology

MINOR IN DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

A minor in Developmental and Educational Psychology is granted when a student completes a minimum of 18 credits in course work in the Department of Psychology in Education with a minimum grade point average of 3.25. A comprehensive examination for the minor is not required. The course work must be distributed as follows:

- Core Courses (minimum of nine credits)
  Includes survey courses in learning and life-span development, theories of cognitive development, cognitive development and schooling, and socio-emotional development and schooling.

- Other Courses (minimum of nine credits)
  Advanced course work in either human development and family studies or educational psychology. Courses may include adult learning, psychology of teaching, family influences on development, culture and cognition, and psychological development of adolescents, older adults, or exceptional children.

RESEARCH METHODOLOGY PROGRAM

The Research Methodology Program prepares professional practitioners in psychometrics and test development, and prepares scholars who make contributions to the study of the methods researchers use when they conduct empirical studies of educational phenomena. The degree programs train students in measurement, research design, and statistical methods. Graduates are prepared for positions in colleges, universities, research centers, testing agencies, school systems, ministries of education and other government agencies, and industry.

Students completing the master's degree are capable of participating in applied research projects, translating research findings for application to educational settings, designing and building assessment instruments, and assisting professional educators with analyses and interpretations of data. The master's curriculum emphasizes competencies in measurement, research design, and statistical methods. Because of this, the master's degree is also a program for students who wish to explore the field of research methodology or who wish to acquire research competence as a prerequisite to more advanced study in another field.

Students completing the doctoral degree are capable of independently conducting research, constructing measurement instruments, translating sophisticated research findings, replicating research studies, contributing to the theory of research methodology, and teaching basic courses in research methodology.

Both master's and doctoral programs place a premium on involving students in research activities, ranging, for example, from collaborating with one another on course-related research to engaging in supervised research under the direction of faculty researchers. Doctoral students are encouraged to collaborate with faculty on research projects of mutual interest. Involvement in actual research not only complements a student's course work but also provides an opportunity to contribute to the profession by allowing students to present research papers at colloquia and conferences and to publish them in professional journals.

For additional information, contact:

Research Methodology Admissions Coordinator
Department of Psychology in Education
5C Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Phone: (412) 624-7230
Fax: (412) 624-7231
E-mail: psyped@pitt.edu
Web site: http://www.education.pitt.edu/pie/pie.html

ADMISSION TO RESEARCH METHODOLOGY PROGRAM

Applicants for admission to master's study in Research Methodology must meet all the requirements specified under Admission Application Requirements for Master's Degree Programs and Advanced Certification Programs on page 177. In addition, master's applicants should arrange a personal interview with a faculty member. If a personal interview is difficult because the applicant lives a great distance from the University, a short telephone interview may be substituted.
Applicants for admission to doctoral study in Research Methodology must meet all the requirements specified under Admission Application Requirements for Doctoral Degree Programs on page 177 and should submit a writing sample in the form of a previously completed term paper, master’s thesis, or article. Applicants are requested to arrange for a personal interview with a faculty member in Research Methodology. If a personal interview is difficult because the applicant lives a great distance from the University, a short telephone interview may be substituted.

RESEARCH METHODOLOGY PROGRAM DEGREE OPTIONS
The following degrees are offered by the Research Methodology Program:

Master of Education (MEd) in Psychology in Education
Master of Arts (MA) in Psychology in Education
Doctor of Philosophy (PhD) in Psychology in Education

MINOR IN QUANTITATIVE RESEARCH METHODOLOGY
A minor in Quantitative Research Methodology is awarded to students who successfully complete a minimum of 18 credits in intermediate and advanced quantitative research methodology course work in the Department of Psychology in Education with a minimum grade point average of 3.25. A comprehensive examination for the minor is not required. The course work must be distributed as follows:

■ Statistical Methods Courses (minimum of six credits)
Includes intermediate statistics, data analysis by computer, regression analysis, analysis of variance, non-parametric and multivariate statistics, and meta-analysis.

■ Measurement Courses (minimum of three credits)
Course work on test and questionnaire construction, and psychometric, generalizability, and item response theories.

■ Research Design Courses (minimum of three credits)
Course work in experimental and quasi-experimental design and evaluation.

DEPARTMENT OF PSYCHOLOGY IN EDUCATION COURSES

PSYED 2001 Introduction to Research Methodology (Cross-listed with EDUC 2201)
PSYED 2002 Psychology of Cross-Cultural Development and Learning (Cross-listed with EDUC 2005)
PSYED 2004 Educational Psychology for Instruction (Cross-listed with EDUC 2001)
PSYED 2005 Individual Differences in Instruction (Cross-listed with EDUC 2004)
PSYED 2010 Group Dynamics
PSYED 2014 Statistical Methods 1
PSYED 2015 Statistical Methods 2
PSYED 2016 Statistical Methods 3
PSYED 2017 Statistical Methods 4
PSYED 2030 Experimental Design
PSYED 2072 Educational and Psychological Measurement (Cross-listed with EDUC 2202)
PSYED 2073 Constructing Achievement and Ability Tests
PSYED 2105 Physiological Bases of Behavior
PSYED 2106 Psychology of Learning
PSYED 2107 Survey of Developmental Psychology (Cross-listed with EDUC 2002)
PSYED 2108 Survey of Social Psychology
PSYED 2109 Survey of Personality
PSYED 2110 Introduction to Group Counseling
PSYED 2111 Family Systems and Therapy 1
PSYED 2112 Development of Exceptional Children
PSYED 2113 Emotional Disorders in Children
PSYED 2120 Counseling 1 — Skills
PSYED 2121 Counseling 2 — Theory
PSYED 2122 Counseling 3 — Interventions
PSYED 2123 Ethical Issues in Counseling
PSYED 2124 Multi-Cultural Counseling
PSYED 2127 Human Learning
PSYED 2190 Research Seminar in Psychology in Education
PSYED 2197 Independent Study
PSYED 2198 Directed Study
PSYED 2201 Seminar in Elementary and Secondary Counseling
PSYED 2202 Seminar in Post-Secondary Counseling
PSYED 2203 Organizational Intervention in Educational Settings
PSYED 2204 Advanced Study of Group Interventions in Educational Settings
PSYED 2205 Career Development
PSYED 2289 Special Topics in School Counseling
PSYED 2290 Research Seminar in School Counseling
PSYED 2291 Supervised Research in School Counseling
PSYED 2292 Counseling Practicum
PSYED 2295 Individual Counseling Supervision
PSYED 2296 Internship in School Counseling
PSYED 2298 Direct Study in School Counseling
PSYED 2299 Thesis Research in School Counseling
PSYED 2303 Development: Conception Through Early Childhood in Social Context
PSYED 2304 Development: Middle Childhood and Adolescence in Social Context
PSYED 2305 Developmental Pathways: A Service Model
PSYED 2319 Qualitative Research
PSYED 2321 Theory and Meaning of Play
PSYED 2332 Psychosocial Aspects of Illness
PSYED 2338 Advanced Counseling Skills
PSYED 2350 Human Diversity in the Professional Environment
PSYED 2362 Play Therapy
PSYED 2365 Program Design and Evaluation
PSYED 2367 Professional Leadership
PSYED 2396 Internship in CD&CC
PSYED 2398 Directed Study in CD&CC
PSYED 2399 Thesis Research in CD&CC
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<td>PSYED 2494</td>
<td>MA Project in Research Methodology</td>
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<td>Advanced Seminar in the Family and Disability</td>
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### SCHOOL OF EDUCATION FACULTY

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