

All students are required to submit to the Doctoral Office a written proposal of their Program of Study before they will be permitted to register for their ninth doctoral seminar. The program must carry the written approval of the student's major faculty advisor. The student should note, however, that the program is considered accepted only after it is approved by the Doctoral Program Director.

The Program of Study serves the following purposes:

- 1) It ensures that the student pursues coursework, teaching, and research within a comprehensive and well articulated framework which incorporates substantive fields of study.
- 2) It provides the student a structure for planning future coursework, teaching and research.
- 3) It provides an implicit understanding between the Doctoral Program and the student that the completion of the activities identified in the program of study, according to the specified time period, will satisfy the requirements for the award of the doctoral degree.

The enclosed document outlines the format for the Program of Study. It also explains each section (most of these explanations have been taken directly from The Joseph M. Katz Graduate School of Business Doctoral Program Student Manual of Policies and Procedures to which you may refer for further information).

Program of Study
 Name
 Date

Schedule for Completion of Requirements

Dates populated for students entering the program September 2008.

Students entering in other terms, should adjust dates and/or ask for assistance from the Katz Doctoral Office.

Requirement	Completion Date
First Term Enrolled in Doctoral Program	September 2008
Group A General Management Requirements	Waiver Granted or must complete in coursework stage. August 15, 2010
Group B Major Requirements	Term 6 August 15, 2010
Group C Minor Requirements	Term 6 August 15, 2010
Group D Teaching Requirement	By Graduation (Students on GSA/TA/TF must complete the 15 credit contract requirement before the end of Term 12). For GSA/TA/TF students entering September 2006, the deadline for completing the teaching requirement is August 15, 2012.
Group E Research Methodology Requirement	Term 6 August 15, 2010
Comprehensive Examinations	Term 7 December 1, 2010
Dissertation Proposal	Discuss with your interest group <i>Month, Year)</i>
Dissertation Overview	Target: Term 10 December 1, 2011 Deadline: Term 13 December 1, 2012
Dissertation Defense	Target: Term 12 August 15, 2012 Deadline: Term 19 December 1, 2014

Program of Study
Name
Date

Group A General Management Requirements

Doctoral students must complete at least 6 credits of MBA coursework. The courses chosen should be significantly different than the student's major area of study.

Students holding MBA degrees from accredited institutions may petition for waiver of this requirement. Petitions must be in writing or email and approved by the Director of the Doctoral Program. A summary of the results of the petition should then appear in this section of the program of study.

Program of Study
Name
Date

Group B Major Requirement

Students in the Program are required to complete at least 24 credits (8 courses) in their major area of study. Students should identify a faculty advisor in their major field and develop a course list to satisfy these requirements. Course numbers, titles, instructors, terms and grades should be listed as below. Initial programs of study should include as many grades as available and all future copies submitted should include updated grades.

Course Number	Course Title	Instructor	Term	Grade
1				
2				
3				
4				
5				
6				
7				
8				

Program of Study
Name
Date

Group C Minor Requirements

Students in the Program are required to complete at least 9 credits or 3 courses in their minor area of study. Students should consult their major advisor for approval of these courses. Course numbers, titles, instructors, terms and grades should be listed as below. Initial programs of study should include as many grades as available and all future copies submitted should include updated grades. Students may choose to combine this requirement with their research methods requirement for a total of 21 research methods credits (7 courses).

Course Number	Course Title	Instructor	Term	Grade	
1					
2					
3					
4					

Teaching Statement

The teaching statement should be an articulation of how you will achieve the teaching requirements and your teaching philosophy.

The statement should include

- A statement of your teaching philosophy
- How your teaching complements your research
- A plan for fulfilling the teaching requirement
- Teaching development gaps and how you plan to address them (e.g. CIDDE)
- Any other information you think is relevant to teaching

The teaching statement should be no more than three double-spaced typewritten pages in length.

All doctoral students are expected to gain classroom-teaching experience by teaching at least 6 credits as the primary instructor before they graduate.

Students receiving GSA/TA/TF are required to teach the equivalent of 15 credits. Please See Appendix A for the Teaching Position Statement, Teaching Program Roadmap, Options for Fulfilling the 15 Credit Teaching Requirement, and the Teaching Development Program Checklist.

Group E Research Methodology Requirement

Students are required to complete at least 4 courses or 12 credits of course work in this area. You should aim to acquire a high level of sophistication in research methodology. That is, lower level statistics and methodology courses are not likely to be accepted by the Doctoral Director as counting toward the 12 credit requirement. Alternative: Combine this requirement with the minor for a total of 21 credits or 7 courses.

Course Number	Course Title	Instructor	Term	Grade	
1					
2					
3					
4					

Field Statement

An essential part of the Program of Study is a "field statement," which is a narrative description, in both philosophical and pragmatic terms, of the student's view of the chosen major and minor fields in relation to his/her objectives. The field statement should address the following points at minimum:

- 1) The student's conceptual framework of his/her research domain.
- 2) the rationale for including various areas of study/course work within the framework;
- 3) the mechanisms which will be used to enable the student to integrate various fields;
- 4) the relationship of the major and minor to the student's background and career objectives;
- 5) any other information which the student believes will be useful for the faculty to evaluate the program and to subsequently determine the student's readiness for comprehensive examinations.

The field statement should be no more than three typewritten pages in length.

Approved by the Doctoral Performance Committee, June 2, 2006

Ph .D. Teaching Policy

Institutionalizing the craft of teaching into our students' competency set is an integral aspect of the Katz Ph. D. program. This position statement outlines the core principles underlying the Katz Ph. D. teaching position and provides a teaching program roadmap for faculty, administrators and students.

Core Principles:

- Balance research and teaching development over the course of a student's Ph.D. program of study. Students' time learning the research craft should approximate 75% while learning the craft of teaching should approximate 25%. The rationales are both practical and economic. Practically, placement in high quality research universities requires a demonstration of teaching competence. Economically, the ability for the Katz School to fund four (4) years of GSA/TA/TF is justified when students contribute up to 15 credits of teaching-related support.
- Developmental emphasis on learning the craft of teaching. Learning the craft of teaching involves a broad array of activities including but not limited to the theory and techniques of pedagogy, syllabus development, student evaluation and assessment techniques, delivery of instructional material, effective student interactions, and the development of teaching materials. A student's "Program of Study" should include a plan for developing teaching skills beginning in the first year of their program and continuing across the four years of their program.
- A Ph.D. student's interest group will have primary responsibility for fostering the development of teaching skills and evaluating student performance in teaching activities. The undergraduate program office, the dean's office and the Ph.D. office will play a supporting role to the interest group.
- Ph.D. teaching should contribute to the mission of the Undergraduate School of Business Administration. Central to the mission of the undergraduate program is high quality Ph.D. teaching.

Teaching Program Roadmap

The following roadmap is provided as a guide for students, faculty and administrators to facilitate the development of teaching skills over the four years of a student's GSA/TA/TF. All students are required to teach 6 credits (2 sections) of their own class and GSA/TA/TF students are required to contribute up to 15 credits of teaching-related support. See the attached "Options for Fulfilling the 15 Credit Teaching Requirements" and "Teaching Development Program Checklist" documents.

http://www.pitt.edu/~ciddeweb/FACULTYDEVELOPMENT/TA_HANDBOOK/index.htm

- Year 1. Activities should include sitting in on one undergraduate or graduate class taught by a full-time faculty member in the student's interest group, attending CIDDE teaching workshops, learning pedagogy techniques, appreciating the concept of a teaching portfolio and the development of a teaching plan for the "Program of Study" in conjunction with the student's interest group coordinator. The "Program of Study" must be approved by the Director of the Doctoral Program.
- Year 2. Activities should include grading, assisting in recitation classes, attending CIDDE workshops, learning pedagogy techniques, and potentially serving as a TA.
- Year 3. Students should be prepared to be a TA and teach their own section of an undergraduate course. Students teaching their first course will have CIDDE videotape and provide feedback for at least one class session. Faculty from the student's interest group should work with the student on course development and attend at least two class sessions to provide feedback. At the completion of a course and after student evaluations have been received, students and faculty in the interest group should meeting to explore areas for student development.
- Year 4. By the end of year four, students should have completed their teaching-related support requirement. Students should have developed a teaching portfolio, articulated teaching philosophy and development plan for their transition to a faculty member.

Options for Fulfilling the 15 Credit Teaching Requirements

All students will receive 3 credits toward their 15 credit teaching development model (see next page for checklist) for completing the teaching development program at Katz and CIDDE as outlined in the Teaching Program Roadmap.

The Teaching Contract May be Satisfied in the following way:

12 credits of classroom teaching (TF) plus three credits for the developmental teaching requirement = 15 credits.

9 credits of classroom teaching (TF) and 3 credits of TA plus the 3 credits for teaching development = 15 credits.

6 credits of classroom teaching and 6 credits of TA plus 3 credits for teaching development = 15 credits.

Definition of one credit of TA*:

- 1) Grading only under contract for CBA or MBA for a three credit course.
- 2) Appointment to one official recitation section for CBA.
- 3) Grading **and** teaching assistant for MBA program for a three credit course.
- 4) Other duties will be evaluated by the director of the doctoral program and the dean of research prior to the beginning of the term and an appropriate number of teaching credits will be approved. Students must submit a written request for teaching credit if they wish to receive credit for TA under this "other" category.

Important Notes:

All students must teach as the primary instructor for at least 6 credits.

If students are required to grade as part of their TA for CBA recitations, they will receive separate TA credit based on definition 1 above.

* TA credits can increase based on the number of students or demands of grading. Students can petition the doctoral office for adjustments to TA credits. Petitions for adjustments are only for teaching under contract for a student's GSA/TA/TF requirement.

Teaching Development Program Checklist

In order to receive 3 credits toward their teaching contract students must complete at least the following in their developmental teaching program:

Students must sit in (one full term) in a three credit undergraduate or graduate course taught by a faculty member in the student's interest group.

Students must have one session of their course (where they are the primary instructor) videotaped and evaluated by CIDDE.

Students must attend the New TA Orientation at CIDDE at least once.

Students must choose and attend at least two of the workshops offered by CIDDE's faculty developmental services. Alternatively, students may request that CIDDE provide a specific training session in Katz for a topic not covered by the regular programs at CIDDE.

Students must read and adhere to the Teaching Assistant Experience: A Handbook for Teaching Assistants and Teaching Fellows at the University of Pittsburgh edited by Andrew P. Haley and Joanne M. Nicoll available at www.pitt.edu/~ciddeweb.

At the end of the teaching contract period, a student must submit a teaching portfolio showing that they have achieved the goals set and approved by their advisor and the doctoral program director in the program of study and that they have met the minimum requirement for the teaching development checklist.

Please note that these are the minimum requirements for receiving the three credits toward the 15 credit model. All students should work with their interest groups to achieve teaching excellence using the year 1-4 roadmap above.