Social Work, PhD

Admission

To ensure that all doctoral students receive mentoring, the School of Social Work typically admits three or four students annually; approximately 35% of applicants are admitted.

Admission Requirements

Students are required to have a bachelor’s degree from an accredited college or university, and a minimum undergraduate grade-point average of 3.00 (on a 4.00 scale).

Students should have completed an introductory statistics course (including graphing techniques for presenting data, descriptive statistics, correlation, introduction to regression, prediction, logic of statistical inference, elementary probability models, estimation, and tests of significance) with a grade of B or higher. Research methods courses taken in an MSW program typically do not meet the criteria for an introductory statistics course. Applicants who have not taken an introductory statistics course must complete one before beginning the program.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test (DET).

Applicants applying only to the PhD program are required to have an MSW or a master’s degree in a related field, such as public policy, public health, sociology, psychology, political science, economics, education, nursing, or anthropology.

Admission and Selection Process

Applications are accepted beginning Sept. 1 for the following academic year; applications are due Feb. 1. Admission decisions are made in February. Applicants are notified, in writing, of the decision by April 1. In some years, there may be a waiting list. If applicants are placed on the waiting list, they are notified of this decision by April 1.

The school evaluates applicants based on their potential to independently conduct and disseminate scholarship that contributes to policy or practice and on their potential to prepare students to educate future social workers.