



Master's Student Handbook

AY 2026 - 2027
Department of English
Master's Student Handbook

Degree Programs Covered by This Handbook:

M.A. in Literary & Cultural Studies

M.A. in Professional Writing

M.A. in Rhetoric

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Section 1: Welcome & Introduction

Welcome to the Department of English at Carnegie Mellon University!

This Handbook describes the department's degree requirements and how your progress through the program will be assessed. The Handbook also covers other departmental procedures and provides a list of resources you may find useful. This is the first place to turn when questions arise about departmental expectations and how to meet them. Your first step as a student here should be to become familiar with the requirements and procedures that govern your degree program.

While this handbook is specific to your academic experience in the Department of English, it is just one element of the Graduate Student Handbook Suite. There are a couple of other resources within the suite that you should consult when needed:

- [The University-Wide Graduate Student Handbook](#) (Office of Graduate & Postdoctoral Affairs)
- [The Carnegie Mellon Student Handbook](#)

Section 2: Department of English Vision, Mission, and Values

2.1 Vision

The Department of English will advance the study and practice of writing, language, literature, rhetoric, film and media, and culture through rigorous, inventive, interdisciplinary, and publicly engaged humanistic research and education.

2.2 Mission

To develop deep disciplinary knowledge, pursue significant questions about language, culture, history, technology, and public life, and produce original, methodologically sound research.

To combine historical, theoretical, interpretive, empirical, qualitative, quantitative, digital, computational, and practice-based approaches as appropriate to particular research questions and fields of study.

To use writing and communication as modes of inquiry, reflection, and knowledge-making, and to communicate clearly, persuasively, ethically, and effectively across audiences and contexts.

To teach thoughtfully, collaborate across disciplines and communities, and contribute through scholarship, leadership, and engaged citizenship in academic, cultural, civic, nonprofit, technological, and professional settings.

2.3 Values

Intellectual rigor and curiosity, reflected in careful reading, deep and patient thinking, sustained inquiry, precise argument, appropriate use of evidence, and engagement with significant questions about language, culture, history, technology, and public life.

Methodological pluralism, reflected in our recognition that consequential questions often require multiple forms of inquiry. Students learn to select, combine, and critically evaluate methods appropriate to their research questions and professional goals.

Clear, persuasive, and ethical communication, reflected in our treatment of writing—both process and product—and communication as forms of inquiry and intellectual work. We value attention to audience, purpose, evidence, form, accessibility, and the responsible use of information and emerging technologies.

Historical and cultural understanding, reflected in our examination of texts, media, technologies, and rhetorical practices in relation to the social, political, economic, material, and cultural conditions in which they are produced, circulated, and interpreted, and in our attention to the continuing interaction between humanistic traditions and technological change.

Creative and critical inquiry, reflected in our encouragement of intellectual experimentation, openness to new ideas, and the exploration of emerging objects, media, methods, and forms of expression.

Collaboration and mentorship, reflected in close advising, collegial exchange, constructive feedback, and collaborative learning within small graduate communities and across disciplinary and institutional boundaries.

Access, respect, and community, reflected in shared responsibility for an academic environment in which community members are treated with dignity, encounter a meaningful range of perspectives, participate in respectful intellectual exchange, and have opportunities to learn and thrive.

Professional development, engaged citizenship, and public contribution, reflected in our preparation of students to translate advanced humanistic knowledge into effective teaching, scholarship, communication, leadership, and service in academic and nonacademic settings.

SECTION 3: Department Personnel

[Chris Warren](#) is the Department Head for the Department of English. His primary role is to provide strong academic leadership. He leads, manages, and develops the implementation of strategic policies and works toward the academic advancement of the department.

[Doug Coulson](#) is the Director of Graduate Studies, which leads our master's and doctoral programs, collaborating with the Head, relevant Program Directors, and staff. He is the final arbiter on academic questions and is available for questions and guidance.

[John Oddo](#) is the Director of the Rhetoric Program. He is available for questions and guidance specific to the Rhetoric program.

[Stephen Wittek](#) is the Director of the Literary and Cultural Studies Program. He is available for questions and guidance specific to the LCS program.

[Suguru Ishizaki](#) is the Director of the Master of Arts in Professional Writing (MAPW). He is available for questions and guidance specific to the MAPW program and advises all of the MAPW students.

[Jessica Bittel](#) is the Director of Academic Affairs. She provides academic and general support to all graduate students while overseeing the academic program management of the Department of English's graduate programs.

[Laura Donaldson](#) is the Associate Director of Academic Affairs. She registers all graduate students for courses and supports the Director of Academic Affairs.

[Beryl Omune](#) is the Business Administrator. She is a key resource for graduate students with questions about funding and finances.

[Eyona Bivins](#) is the Department of English Senior Administrative Coordinator & Technology Coordinator. She is responsible for office key assignments, graduate student reimbursements, graduate space and printers, and technology.

SECTION 4: Email Professionalism

All email correspondence must reflect professional standards. Students are expected to:

- Phrase requests politely and respectfully.
- Proofread emails for clarity, grammar, and spelling.
- Demonstrate consideration for recipients' time and responsibilities.

While first names may be used in addressing faculty and staff where appropriate, students should maintain professional etiquette in all communications. This policy applies to all correspondence—including academic inquiries, administrative business, and advising. Practicing effective email habits is essential for academic and professional success. For guidance on writing professional emails, students are encouraged to consult institutional resources or instructional materials such as [this video on writing professional and effective emails](#).

SECTION 5: Department Resources

The department's [Graduate Student Resources](#) page serves as a central directory for academic, administrative, financial, professional, event, and technology-related support. The page itself and most linked Google documents and spreadsheets found there require signing in with a CMU email account. Questions or suggested additions should be directed to the Director of Academic Affairs.

SECTION 6: Advising

6.1 Role of an Advisor and Advisor Assignments

Advising is an important part of graduate education in the Department of English. Every graduate student has an official academic advisor who serves as the student's principal faculty contact for planning a coherent program of study, understanding degree requirements, selecting courses, monitoring academic progress, and connecting academic choices with the student's scholarly and professional goals. Depending on the program and stage of study, advisors may also provide guidance

concerning research, internships, professional development, funding opportunities, and preparation for further graduate study or employment.

Students are encouraged to seek advice and mentorship from other faculty members as well. The Director of Graduate Studies, Program Directors, and other members of the faculty are available for additional guidance, but the assigned advisor remains the student's official academic advisor.

Note: In addition to a student's faculty advisors, the Director of Academic Affairs and the Assistant Director of Academic Affairs are listed as students' secondary advisors in the SIO portal. The Director of Academic Affairs and the Associate Director of Academic Affairs serve as advisors who provide practical, administrative, and professional support to help students navigate the institutional and bureaucratic aspects of graduate education. This can include assisting with university procedures and paperwork, identifying resources, troubleshooting administrative obstacles, and facilitating communication with relevant offices or personnel.

Advisors are assigned in each program as follows:

M.A. in Literary & Cultural Studies and M.A. in Rhetoric (MAs): Students are assigned a faculty advisor at the beginning of the program, with the assignment made, insofar as possible, on the basis of the student's academic and research interests.

M.A. in Professional Writing (MAPW): MAPW students are advised by the MAPW Program Director or another designated MAPW advisor. The advisor works with students to plan their program of study, approve elective selections, and relate curricular choices to students' academic and professional goals.

Students whose academic interests or circumstances change substantially, or who believe that a different advising relationship would better serve their academic needs, should consult their Program Director or the Director of Graduate Studies about the possibility of reassignment.

6.2 Expectations for Students and Advisors

Students should ordinarily meet with their advisor at least once each semester and should make a particular point of meeting before registration. Additional meetings may be appropriate when a student is making an important curricular decision, approaching a program milestone, considering an internship or other professional opportunity, planning further graduate study or a job search, or experiencing academic difficulties.

At the beginning of the advising relationship, the advisor and student should establish reasonable expectations concerning:

- preferred methods of communication and meeting formats;
- the anticipated frequency of meetings;
- reasonable response times for questions and submitted work; and
- the responsibilities of both parties for scheduling meetings and following up on agreed-upon tasks.

Students are responsible for becoming familiar with the requirements and deadlines of their degree program and for communicating regularly with their advisor about their progress. For routine advising meetings, students should come prepared with proposed course selections, questions about degree requirements, relevant upcoming deadlines, and any academic or professional issues on which they seek guidance. When discussion will concern written work, applications, or other materials, students should provide those materials sufficiently in advance according to a timeline agreed upon with the advisor.

Advising meetings should conclude, whenever appropriate, with a shared understanding of the student's next steps and of any actions the advisor has agreed to take.

6.3 Advisor/Advisee Collaboration

The department views advising as a collaborative professional relationship. Effective advising depends upon regular communication, clearly articulated expectations, mutual respect, and the willingness of both student and advisor to revisit plans as the student's interests and circumstances develop. Students retain primary responsibility for satisfying program requirements and meeting deadlines; advisors are responsible for providing informed guidance, constructive feedback, and appropriate assistance in planning the student's progress through the program.

Advisors and students should periodically discuss the student's academic progress and longer-term goals rather than limiting advising to course registration. Appropriate topics may include the development of research, writing, and other professional skills; preparation for further graduate study; internships and employment; conference participation; publication and presentation opportunities; fellowships and other funding; and other forms of professional development relevant to the student's goals.

Students are encouraged to develop mentoring relationships with multiple faculty members. An official advisor need not be the sole source of intellectual or professional mentorship, and consultation with other faculty can expose students to different areas of expertise, professional experiences, and perspectives. At the same time, students should keep their official advisor informed of significant decisions affecting their program of study and progress toward the degree.

Advisors and students should also establish clear expectations for feedback on substantial work. When a student submits work for review, the advisor and student should have a common understanding of the kind of feedback being requested and a reasonable expected timeframe for receiving it. If circumstances prevent an advisor from meeting an anticipated response date, the advisor should inform the student and establish a revised timeframe.

Academic disagreement or conflicting advice from different faculty members is not, by itself, a failure of advising. Students should discuss such differences openly with their advisor and, when appropriate, the other faculty involved. If a student experiences a persistent difficulty in an advising relationship that cannot be resolved through direct discussion, the student may consult the relevant Program Director or the Director of Graduate Studies. If the concern involves the Program Director or Director of Graduate Studies, the student may consult the Department Head. Seeking such assistance or requesting a change in advising assignment should not disadvantage the student academically.

6.4 Review/Redress of Academic Issues

The Department of English is committed to addressing academic concerns promptly and fairly. The appropriate process depends upon the nature of the concern. Whenever possible and appropriate, students should first seek an informal resolution within the department. University procedures govern when a concern cannot be resolved informally or when a student seeks formal review of a departmental decision.

6.4.1 Academic Concerns and General Grievances

A student with an academic concern should ordinarily begin by discussing it with the faculty or staff member directly involved. When the matter concerns a course, this will normally be the course instructor; when it concerns the student's program of study or progress toward the degree, the student should normally begin with the academic advisor or Program Director.

If the concern cannot be resolved at that level, or if the student is uncomfortable raising the concern with the person directly involved, the student may seek assistance from the Program Director, the Director of Graduate Studies, or, as appropriate, the Department Head. Students are not required to pursue a concern through an individual who is the subject of that concern.

For a grievance that is not governed by another specific university procedure, a student who has been unable to obtain an informal resolution may submit a formal written grievance to the Department Head. The Department Head, Program Director if designated by the Department Head, or an appropriate departmental committee will review the matter and provide a written decision.

A student who wishes to appeal the resulting departmental decision may submit a formal written appeal to the Dean of Dietrich College within seven calendar days after receiving written notice of the departmental decision. The Dean may conduct the review or delegate review to an Associate Dean, the College Council, or another appropriate committee. A student who wishes to appeal the Dean's decision may submit a formal written appeal to the Provost within seven calendar days after receiving that decision. The Provost's decision is final.

6.4.2 Appeals of Final Grades

Appeals of final course grades follow a [separate university procedure](#). Final grades are subject to appeal only in exceptional circumstances and only with the approval of the instructor and the department, unit, or program, principally when the grade resulted from a manifest error (e.g. an arithmetic error in computing a grade or an oversight in grading a submitted assignment or exam component) or when the faculty or staff member assigning the grade violated a university policy.

A student should first discuss the matter informally with the instructor or other faculty or staff member responsible for the course. If the concern is not resolved, the student may submit a formal written appeal, with appropriate documentation, to the head of the department in which the course was offered. Grade appeals should be initiated as soon as possible and no later than one year after the final grade was issued. If the student is dissatisfied with the departmental decision, the student may submit a formal written appeal to the dean of the college in which the course was offered within seven calendar days. The dean's decision in a final-grade appeal is final.

6.4.3 Academic Concerns Raised by Faculty and Appeals of Academic Actions

Faculty may also raise concerns about a graduate student's academic performance or progress toward the degree. Such concerns are addressed through the department's academic good-standing and review procedures.

For master's students, academic performance that does not meet the standards for good standing is reviewed by the appropriate program faculty. The advisor and/or Program Director should discuss the concern with the student and, when remediation is possible, identify the steps the student should take to return to satisfactory academic standing. Program-specific policies concerning academic warning, probation, and dismissal continue to apply.

Any formal academic action—including academic probation, academic suspension, or dismissal from a program—will be communicated to the student in writing. Students are encouraged to seek informal resolution of concerns about an academic action within the department before filing a formal appeal.

Under university policy, a student who wishes formally to appeal an academic action must submit a written appeal, with appropriate documentation, to the Dean of Dietrich College within seven calendar days after receiving written notice of the action. The dean may review the appeal or delegate review to another individual or committee and will issue a written decision. A student who wishes to appeal the dean's decision may submit a formal written appeal to the Provost within fourteen calendar days after receiving the dean's decision. The Provost's decision is final.

These procedures do not replace separate university procedures governing matters such as academic-integrity violations, discriminatory or sexual misconduct, research misconduct, or other matters governed by specific University policies.

Graduate students should consult the [Summary of Graduate Student Appeal and Grievance Procedures](#) maintained by the Office of Graduate and Postdoctoral Affairs for the complete university procedures, applicable deadlines, and additional avenues for assistance.

SECTION 7: Master's Degree Requirements

7.1 Registration Process

Seats are allotted for graduate students in department courses. The Associate Director of Academic Affairs will register all graduate students during registration week. Prior to registration week, the Associate Director of Academic Affairs will provide students a survey link to rank their course selections. Once all current and incoming students have been registered, students will receive an email to confirm their classes in Student Information Online (SIO).

[Course descriptions are located on the Department of English website.](#)

7.2 Required Units for Degree Attainment

The official and current degree requirements, including the total units required for degree attainment and the distribution of those units among required and elective coursework, are maintained on the

program curriculum pages linked below. These pages constitute the department's current statement of degree requirements:

- [M.A. in Literary & Cultural Studies](#)
- [M.A. in Professional Writing](#)
- [M.A. in Rhetoric](#)

7.3 Transfer Credits

With the exception of courses taken through the Pittsburgh Council on Higher Education (PCHE), credits earned at institutions other than CMU may not be transferred toward a master's degree in the Department of English, but prior equivalent work may justify exemption from a particular required course as described in Section 7.4 below. An exemption does not reduce the total units required for the degree.

For [non-degree seeking courses](#) and have been admitted to one of the English master's programs, we will assess non-degree seeking coursework on a case-by-case basis. The applicability of non-degree coursework will be determined in consultation with Program Directors. As a policy, we will count no more than one or two courses toward the degree, depending on the program.

Students may earn CMU credit by cross-registering courses taken at [institutions](#) included in the Pittsburgh Council on Higher Education (PCHE). These courses can be taken only in the spring and fall semesters. Graduate students taking cross-registered courses at PCHE institutions will have their grades recorded on their CMU transcript and factored into their CMU QPA.

With the approval of their advisor, master's students may cross-register for elective courses with institutions affiliated with the PCHE. Master's students may take one elective course per semester and cannot take more than two courses at PCHE institutions during the time they are in our master's programs. Students may not take required core courses through cross-registration and should use this option only to register for courses not available through CMU.

7.4 Exemption of Program Requirements

All graduate students may petition for the waiver of specific program requirements if they have satisfactorily completed equivalent coursework here or in another graduate-level program at CMU or another institution, provided that a grade of B (3.0) or higher was earned in the equivalent course.

7.4.1 General Information

A waiver allows the student to substitute another course, including one taken at an institution other than CMU, for an original program requirement. In the waiver request, a student must identify how that course is the close equivalent of a required course in the degree program. If a waiver is granted, the student must still take the full number of credits required by the degree program.

7.4.2 Deadline

Students should submit requests for requirement waivers as early in their programs as possible to allow time to plan a coherent course of study with their advisors. All petitions for waiver of a program requirement must be submitted no later than the semester before the student wishes to take the qualifying exam.

7.4.3 Procedure

To request the waiver of a specific program requirement, a student should:

1. Write a petition in accordance with the guidelines highlighted in the “Petition” section below.
2. Provide a copy of the petition to their advisor for review and signature.
3. Submit the signed petition to the Director of Academic Affairs for review and approval by the Director of Graduate Studies.

7.4.4 Petition

A petition for the waiver of a specific program requirement must include the following information:

1. The student’s name and degree program.
2. A statement at the top of the page identifying the petition as a request for the waiver of a program requirement.
3. The titles of both the course to be waived and the course proposed as a program substitute.
4. Information about the course being proposed as a substitute for the program requirement:
 - a. course number, title, number of credits received, and whether credits were semester or quarter hours
 - b. school at which the course was taken
 - c. degree program enrolled in at the time the course was taken
 - d. semester and year the course was taken
 - e. grade received
 - f. brief description of the course
5. An argument that explains how the course is the close equivalent of the required course for which it is being proposed as a substitute. (Note: When providing an explanation, keep in mind that the audience for petitions may not be aware of the content of courses taken in another degree program.)
6. Advisor’s signature.
7. A copy of the student’s transcript documenting the completion of courses identified in the petition.

7.5 Internship Requirements

The only internship requirement in our master's programs is for MAPW students. Full-time MAPW students are required to complete an internship in the summer after their first year in the program. The timing is flexible for part-time MAPW. Part-time students should follow the individual plan developed with their advisor. 4+1 MAPW students may complete their internship during the summer before they join the program, or during the summer after they complete their coursework. Note: 4+1 students who complete their internship after they complete their coursework graduate in August.. Details can be found on our [MAPW Summer Internship Details](#) page.

International students are required to consult with the Office of International Education for eligibility for work authorization before starting or seeking an internship/co-op or consulting opportunity. International students will benefit from proactively reviewing OIE guidance regarding off-campus work authorization. Off-campus work authorization processing times can take several weeks or months, and international students will benefit from starting the off-campus work authorization process as early as possible.

7.6 Time Limit for Completing Master's Degrees

Normally, full-time Master's students in the Department of English are expected to finish the degree in two (MA) or three (MAPW) semesters. Students who complete their program more slowly than this should be aware of this university-wide policy:

As outlined in the [Master's Students Statute of Limitations](#), students who have matriculated at CMU beginning Fall 2012 will complete all requirements for the master's degree within a maximum of seven years from original matriculation as a master's student or less if required by a more restrictive department, school or college policy. Once this time-to-degree limit has lapsed, the person may resume work toward a master's degree only if newly admitted to a currently offered master's degree program under criteria determined by that program.

Under extraordinary circumstances, such as a leave of absence, military or public service, family or parental leave, or temporary disability, a school or college may, upon the relevant department's recommendation and with the written approval of the dean (or designate), defer the lapse for a period commensurate with the duration of that interruption. Students who are pursuing a master's degree as part-time students for all semesters of their program, as approved by their program, may also appeal to their program or department for extension of the time to degree limit.

7.7 Master's Degree Completion and Certification

7.7.1 Standard Degree Requirements & Degree Certification

CMU graduate students are expected to complete their degree requirements within the standard length of time for their program of study as outlined in the relevant Graduate Student Handbook. Standard program lengths for graduate students vary significantly – ranging from two semesters for some full-time master's programs to several or more years for doctoral programs. Upon completion of

the graduate program degree requirements, the degree will be certified by the student's academic program in the semester in which the student completes the requirements.

7.7.2 Early Completion

Graduate students who consider the completion of all degree requirements in less than the standard length of time for their program of study may consult with their degree-granting program or department to determine if early degree certification is allowed and under what circumstances.

7.7.3 Extended or Longer-than-Standard Completion

Longer-than-standard degree completion may occur due to academic interruptions in making progress toward the degree as defined by the academic program, interruptions of full-time study or progress toward the degree due to serious, documented medical issues, or other unusual or unforeseen circumstances.

Master's students who require longer than the standard time to complete their degree requirements are expected to remain in close contact with their graduate program, and will be certified at the end of the semester in which they have completed their degree requirements. Students shall reference CMU Policy on [Master's Student Statute of Limitations](#) regarding guidelines and restrictions which place an upper limit on the maximum length of time allowable for master's degree completion and certification.

7.7.4 Financial aid and student account

Students are expected to make normal progress toward their degree in order to graduate within the standard timeframe for their program of study. Under U.S. Federal Title IV regulations, student eligibility for federal financial aid is contingent upon enrollment in and successful completion of courses that are counted as credit toward their current degree program. To receive the maximum amount of federal financial aid for which they may be eligible, students must enroll each semester in at least 36 units that count toward their current degree level.

Students should consult with their designated college liaison in The HUB regarding billing and financial aid, particularly for early completion, longer-than-standard completion, or integrated undergraduate and master's degree programs.

7.7.5 International students

Immigration status for students in F-1 and J-1 non-immigrant status is tied to making normal progress toward completing degree requirements. Therefore, F-1 and J-1 students who are considering completing their degree requirements early, anticipating longer-than-standard completion, or moving from an undergraduate to a graduate student classification (integrated undergraduate-graduate study) should consult with their designated advisor in the Office of International Education (OIE) to ensure compliance with immigration regulations.

SECTION 8: Department Policies & Protocols

8.1 Cross-Listed Courses

Master's students registering 7xx/3xx or 8xx/4xx courses which enroll both undergraduates and graduates must register with the graduate-level course number (i.e., 7xx or 8xx) in order to receive credit toward their degrees.

8.2 Course Audits

Auditing means a student attends a course but doesn't earn credit or a grade. The extent of a student's participation must be arranged and approved by the course instructor. A student wishing to audit a course is required to register for the course, complete the Course Audit Approval Form, obtain permission of the course instructor and their advisor, and return the form to the Registrar's Office prior to the last day to add a course. Any student enrolled full-time (varies with each program) may audit a course without additional charges. Part-time or non-degree students who choose to audit a course will be assessed tuition at the regular per-unit tuition rate.

[Course Audit Approval Form](#)

8.3 Withdrawing from a Course

Students at CMU may drop a course by accessing online registration on or before the drop deadline as published in the official university calendar. This applies to all courses with the exception of mini-semester courses. Policies for graduate students vary and students are advised to check with their individual colleges/departments/programs for details. The deadline to drop a mini-semester course is the last day of the second week of the mini-semester course. When a course is dropped by these deadlines, the course is removed and does not appear on the academic record.

After the deadline to drop, students may withdraw from a course by accessing online registration by the end of the 10th week of class as noted in the academic calendar. After the deadline to drop, a W (withdrawal) grade is assigned and appears on the student's academic record. W grades do not apply to graduate students except in Tepper and MCS. Students may use a late drop voucher for a limited number of course drops after the deadline during the pursuit of their degree. This action must be taken through consultation with their academic advisor or associate dean. Details on the late drop voucher process can be found in the Undergraduate Catalog and the Graduate Education website.

8.4 New Policies / "Grandfather" Policy

This handbook is updated every year. When policies are changed, the Department Head and Director of Graduate Studies will discuss such changes with graduate students as needed. In certain cases, students already enrolled whose programs are affected may elect to follow the policies in effect when they matriculated. If degree requirements are changed and certain courses are no longer offered, students should consult with their advisor (and, as needed, the Director of Graduate Studies) to identify and approve substitutions that satisfy the intent of the original requirements.

8.5 Requesting Letters of Recommendation

Students must be careful to give faculty members ample advance notice when a letter of recommendation is needed. A period of at least three weeks before the due date of the letter is suggested.

SECTION 9: Grading & Evaluation

9.1 Incomplete (“I”) Grade Policy

9.1.1 University Policy on Incomplete Grades

[University policy](#) states the following about Incomplete grades:

CMU students are expected to complete a course during the academic semester in which the course was taken. However, if the instructor agrees, a grade of I (incomplete) may be given when a student, for reasons beyond their control, has been unable to complete the work of a course, but the work completed to date is of passing quality and the grade of incomplete provides no undue advantage to that student over other students.

In awarding an I grade, an instructor must specify the requirements for completing the work and designate a default letter grade where no further work is submitted. Students must complete the required coursework no later than the end of the following academic semester, or sooner if required by prior agreement. The instructor must record the permanent grade by the last day of the examination period of the following semester, or Enrollment Services will administratively assign the default grade.

9.1.2 Department of English Guidelines for Assigning an Incomplete Grade

Instructors should consult with the Director of Academic Affairs before assigning an Incomplete grade to a student. The guidelines below can help prepare instructors for that consultation. Instructors should explain to students that they cannot grant an Incomplete grade without consulting the department and its guidelines.

1. A sufficient amount of coursework should be completed for a student to be eligible to receive an Incomplete grade. The department recommends that the student should already have completed enough coursework that they have a reasonable chance of finishing the remainder of the coursework independently and successfully. If a student has completed less than 50% of the total coursework, an Incomplete grade should not be considered a reasonable option.
2. The student should be completing the same work that everyone else in the course completed. There shouldn't be a different set of assignments for that student (except where different but equivalent assignments or examinations are necessary to discourage academic dishonesty).

3. Most Incompletes are assigned because of unforeseen circumstances that have occurred in a student's life. The department may require documentation from another CMU entity (e.g., Student Affairs, Athletics, Disability Resources, University Health Services, Counseling and Psychological Services, Office of Title IX Initiatives) to verify the basis for an Incomplete grade. Such documentation does not need to include details of the unforeseen circumstances. Merely having trouble "keeping up" or maintaining balance with other coursework is insufficient justification for assigning an Incomplete grade.
4. If a student is to receive an Incomplete grade due to unforeseen circumstances, chances are the student may also receive additional Incomplete grades in other courses. To prevent students from becoming overwhelmed with coursework due to multiple Incomplete grades, it is important for the instructor to consult with the Director of Academic Affairs so that a well-informed decision can be made. At times, a Leave of Absence is more appropriate for a student than multiple Incomplete grades.
5. An [Independent Grade Agreement](#) form must be completed by the instructor and acknowledged by the student by email before an Incomplete grade may be entered. The agreement must outline the specific work that needs to be completed and the deadline by which that work should be submitted in order for the instructor to have time to assess it and change the grade before the system triggers the default grade (which typically occurs near the end of the following semester).
6. Instructors assigning an Incomplete grade to a **graduating student** should discuss with that student the possibility of their graduation date being pushed back as a result. For graduating students, an I grade with a deadline more than a week after the final grade deadline is likely to affect the student's graduation date. Please refer to the academic calendar and consult with the appropriate assistant director.

9.2 Independent Study/Directed Reading

Master's students are not eligible for Independent study or directed reading courses.

9.3 Satisfactory Academic Standing

This section describes the required procedures that are aimed at ensuring that master's students are doing satisfactory work and proceeding through their programs at the required pace. This section also describes the penalties for falling out of academic good standing and the procedures that faculty members will use to evaluate students' performance and mentor students who are having problems.

In order to maintain good academic standing, all master's students in coursework must meet the following criteria:

- maintain a B average (QPA of 3.00) for each semester and cumulatively
- carry no more than three incompletes or incompletes that have lapsed to the default grade at any one time (see the "Incomplete Grades" policy or more information on incompletes).

9.3.1 MA Students

An MA student failing to meet criteria for good standing will be subject to review by program faculty. Possible consequences might include either academic warning or dismissal from the program.

9.3.2 MAPW Students

A MAPW student failing to meet criteria for good standing will be placed on probation for the semester following the one in which the student failed to meet good standing criteria.

During the semester of probationary status, the student will remain eligible for the standard tuition scholarship provided for all full-time MAPW students. Whether or not a student remains eligible for any additional merit-based scholarship money awarded to him or her will depend on the terms of the initial agreement for that aid as spelled out in the student's letter of acceptance to the program. Students on probation will work with the program director and other faculty as relevant to rectify the situations that led to the probation.

- If, by the end of the semester, the student meets the criteria for good standing, the student will be removed from probationary status and returned to good standing.
- If, by the end of the probationary semester, the student fails to meet the criteria for good standing, the student will be dropped from the program.

A student who has been dropped from the program under the good standing provision may appeal to the MAPW program committee for reinstatement on extended probationary status for the following semester. During a semester of extended probationary status, the student is ineligible for tuition remission or additional merit-based scholarship awards.

9.3.3 Required Schedules for Part-time MA and MAPW Students

Part-time MA students must work with their advisors to produce a tentative schedule for moving through the program. This schedule must be in writing, with a copy sent to the Director of Academic Affairs for the student's file. Students who move from full-time to part-time status must have such a schedule before they become part-time students. Students entering the program on a part-time basis must have this schedule worked out by the end of their first semester. The schedule will be reviewed as needed, but at least once a year.

Appendix A

Graduate Mentor Program

The Graduate Mentor Program helps incoming MA and doctoral students adjust to graduate study, build relationships with current students, develop professional skills, and prepare for future careers. Incoming students will be automatically assigned a student mentor, and current doctoral students will have the option to opt-in to the program each academic year.

MAPW students receive mentorship through the 76-700 Professional Seminar, the Career & Professional Development Center (CPDC), and advising from the MAPW Director.

The department regards mentoring as a mutually beneficial form of professional practice. The program supports incoming students while giving participating doctoral students experience in establishing and sustaining effective mentoring relationships.

The following guidelines apply to doctoral student mentors:

1. **Matching and notification.** Incoming MA and doctoral students will be matched with current doctoral students based broadly on shared interests or goals. Incoming students and participating mentors will receive information about the program before the semester begins.
2. **Initial contact.** The mentor will contact the mentee and invite them to an in-person or Zoom meeting. During this meeting, the participants should become acquainted, discuss shared interests, and identify the forms of support most useful to the mentee.
3. **Areas of guidance.** Mentees may seek advice on topics including:
 - a. navigating graduate study, including course selection, time management, and departmental expectations and practices;
 - b. professional development, including conference participation, curriculum vitae development, reading scholarly journals, and developing research skills; and
 - c. career planning, including applying to doctoral programs, maintaining work-life balance, developing an academic specialization, and exploring careers in research, teaching, administration, and related fields within or beyond universities.

LCS and Rhetoric students who are considering careers outside academia should also consider enrolling in 76-700 Professional Seminar and meeting with Kristen Staunton at the CPDC.
4. **Frequency and timing of meetings.** Mentors and mentees should meet in person or by Zoom twice each semester for approximately 30 minutes, although they may meet more often or for longer periods by mutual agreement. Mentors will be given a DineX card by the Associate Director of Academic Affairs at the beginning of each semester to buy coffee for these meetings. The meetings should include:
 - a. an introductory meeting during the first two weeks of the semester; and
 - b. a midsemester meeting to discuss the mentee's coursework, progress toward professional goals, and general well-being.

Key Offices for Graduate Student Support

Information on general CMU resources and support programs for graduate students can be found at the following web sites:

[Graduate Education Office](#)

The Graduate Education Office provides central support for all Master's and Doctoral students with a focus on their academic experience at CMU. The Graduate Education Office serves as a hub for connecting graduate students to relevant campus experts and resources to support their academic success, understanding of university level policies and practices and to assist them in advancing their personal and professional development.

Examples of resources offered through the Graduate Education Office include- but are not limited to:

- Website with university resources, contact information for CMU programs and services, calendar of events related to graduate students
- Bi-monthly email to all graduate students with information on activities, resources and opportunities
- Professional Development Seminars and Workshops
- GSA/Provost Conference Funding Grants
- GSA/Provost Small Research Grants (GuSH)
- Consultations on issues related to the graduate student experience

The Graduate Education Office also works with the colleges and departments by informing and assisting in developing policy and procedures relevant to graduate students and working with departments on issues related to graduate students. Additionally we partner with many other offices and organizations, such as the Graduate Student Assembly, to support the holistic graduate student educational experience.

[Office of the Dean of Student Affairs](#)

The Office of the Dean of Students provides central leadership of the metacurricular experience at CMU, including the coordination of student support. Vice President of Student Affairs and Dean of Students Gina Casalegno leads the Division of Student Affairs which includes the offices and departments listed below (not an exhaustive list).

Graduate students will find the enrollment information for [Domestic Partner Registration and Maternity Accommodations](#) in the Office of the Dean of Students or on their [website](#). This Office also manages the [Emergency Student Loan \(ESLs\)](#) process. Emergency Student Loans are made available through generous gifts of alumni and friends of the university. The Emergency Student Loan is an interest-free, emergency-based loan repayable to the university within 30 days. Loans are available to enrolled students for academic supplies, medication, food or other expenses not able to be met due to unforeseeable circumstances.

Additional resources for graduate students include [College Liaisons](#) and the [Student Support Resources](#) team. [College Liaisons](#) are senior members of the Division of Student Affairs who work with departments and colleges addressing student concerns across a wide range of issues. College Liaisons are identified on the student SIO page in the Important Contacts list. The Student Support Resources team offers an additional level of support for students who are navigating any of a wide range of life

events. [Student Support Resources](#) staff members work in partnership with campus and community resources to provide coordination of care and support appropriate to each student's situation.

The Division of Student Affairs includes (not an exhaustive list):

- [Athletics, Physical Education and Recreation](#)
- [Career and Professional Development Center \(CPDC\)](#)
- [Center for Student Diversity and Inclusion](#)
- [Cohon University Center](#)
- [Counseling & Psychological Services \(CaPS\)](#)
- [Dining Services](#)
- [Office of Community Standards and Integrity \(OCSI\)](#)
- [Office of Student Leadership, Involvement, and Civic Engagement \(SLICE\)](#)
- [University Health Services \(UHS\)](#)
- [Wellness Initiatives](#)

[Center for Student Diversity & Inclusion](#)

Diversity and inclusion have a singular place among the values of CMU. The Center for Student Diversity & Inclusion actively cultivates a strong, diverse and inclusive community capable of living out these values and advancing research, creativity, learning and development that changes the world.

The Center offers resources to enhance an inclusive and transformative student experience in dimensions such as access, success, campus climate and intergroup dialogue. Additionally, the Center supports and connects historically underrepresented students and those who are first in their family to attend college in a setting where students' differences and talents are appreciated and reinforced, both at the graduate and undergraduate level. Initiatives coordinated by the Center include, but are not limited to:

- First generation/first in family to attend college programs
- LGBTQ+ Initiatives
- Race and ethnically-focused programs, including Inter-University Graduate Students of Color Series (SOC) and PhD SOC Network
- Women's empowerment programs, including Graduate Women's Gatherings (GWGs)
- Transgender and non-binary student programs

[Assistance for Individuals with Disabilities](#)

The Office of Disability Resources at CMU has a continued mission to provide physical, digital, and programmatic access to ensure that students with disabilities have equal access to their educational experience. We work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students who would like to receive accommodations can begin the process through [Disability](#)

[Resources' secure online portal](#) or email access@andrew.cmu.edu to begin the interactive accommodation process.

Students with physical, sensory, cognitive, or emotional disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations. Any questions about the process can be directed to access@andrew.cmu.edu, or call (412) 268-6121.

Students with disabilities are encouraged to self-identify with the Office of Disability Resources by contacting Catherine Getchell, 412-268-6121, getchell@cmu.edu to access the services available at the university and initiate a request for accommodations.

Eberly Center for Teaching Excellence & Educational Innovation

We offer a wide variety of confidential, consultation services and professional development programs to support graduate students as teaching assistants or instructors of record during their time at CMU and as future faculty members at other institutions. Regardless of one's current or future teaching context and duties, our goal is to disseminate evidence-based teaching strategies in ways that are accessible and actionable. Programs and services include campus-wide Graduate Student Instructor Orientation events and our Future Faculty Program, both of which are designed to help participants be effective and efficient in their teaching roles. The Eberly Center also assists departments in creating and conducting customized programs to meet the specific needs of their graduate student instructors. Specific information about Eberly Center support for graduate students is found at www.cmu.edu/teaching/graduatestudentsupport/index.html.

Graduate Student Assembly (GSA)

The Graduate Student Assembly (GSA) is the branch of CMU Student Government that represents, and advocates for the diverse interests of all graduate students at CMU. GSA is composed of representatives from the different graduate programs and departments who want to improve the graduate student experience at the different levels of the university. GSA is funded by the Student Activities Fee from all graduate students. GSA passes legislation, allocates student activities funding, advocates for legislative action locally and in Washington D.C. on behalf of graduate student issues and needs, and otherwise acts on behalf of all graduate student interests. Our recent accomplishments are a testament to GSA making a difference, and steps to implementing the vision laid out by the strategic plan. <https://www.cmu.edu/stugov/gsa/About-the-GSA/Strategic-Plan.html>.

GSA offers an expanding suite of social programming on and off-campus to bring graduate students from different departments together and build a sense of community. GSA is the host of the Graduate Student Lounge on the 3rd floor of the Cohon University Center- a great place to study or meet up with friends. GSA also maintains a website of graduate student resources on and off-campus. Through GSA's continued funding for professional development and research conferences, the GSA/Provost Conference Funding Program and GSA/Provost GuSH Research Grants are able to run, as managed by the Graduate Education Office. As we move forward, GSA will continue to rely on student feedback to improve the graduate student experience at CMU. Students should feel free to contact us at [<gsa@cmu.edu>](mailto:gsa@cmu.edu) to get involved, stop by their office in the Cohon University Center Room 304 or become a representative for their department.

Office of International Education (OIE)

CMU hosts international graduate and undergraduate students who come from more than 90 countries. The Office of International Education (OIE) is the liaison to the University for all non-immigrant students and scholars, as well the repository for study abroad opportunities and advisement. OIE provides many services including: advising on personal, immigration, study abroad, academic, and social and acculturation issues; presenting programs of interest such as international career workshops, tax workshops, and cross-cultural and immigration workshops; international education and statistics on international students in the United States; posting pertinent information to students through email and the OIE website, and conducting orientation and pre-departure programs.

Veterans and Military Community

Military veterans are a vital part of the CMU community. Graduate students can find information on applying veteran education benefits, campus services, veterans groups at CMU, non-educational resources and international military service information through the Veterans and Military Community website. There are also links and connections to veteran resources in the Pittsburgh community. The Naval ROTC and Veteran Affairs Offices are located at uro-vaedbenefts@andrew.cmu.edu, 412-268-8747.

CMU Ethics Hotline

The health, safety and well-being of the university community are top priorities at CMU. Accordingly, CMU provides a hotline that all members of the university community should use to confidentially report suspected unethical activity relating to areas below:

- Academic and Student Life
- Bias Reporting
- Environmental Health and Safety
- Financial Matters
- High-Risk Incident
- Human Resource Related
- Information Systems
- Research
- Threat of Business Interruption
- Threat of Violence or Physical Harm
- Title IX

Students, faculty and staff can anonymously file a report by calling 877-700-7050 or visiting www.reportit.net (user name: tartans; password: plaid). All submissions are reported to appropriate university personnel.

The hotline is NOT an emergency service. For emergencies, call University Police at 412-268-2323.

Policy Against Retaliation

It is the policy of CMU to protect from retaliation any individual who makes a good faith report of a suspected violation of any applicable law or regulation, university Policy or procedure, any contractual obligation of the university, and any report made pursuant to the CMU Code of Business Ethics and Conduct.

Childbirth/Maternity Accommodation

Students whose anticipated delivery date is during the course of the semester may consider taking time away from their coursework and/or research responsibilities. Any student who gives birth to a child while engaged in coursework or research is eligible to take either a short-term absence or formal leave of absence. Students are encouraged to consult with relevant university faculty and staff as soon as possible as they begin making plans regarding time away.

- Students must contact the Office of the Dean of Student Affairs to register for Maternity Accommodations. Students will complete an information form and meet with a member of the Dean's Office staff to determine resources and procedures appropriate for the individual student.
 - Planning for the student's discussion with appropriate academic contact(s) (advisor, associate dean, etc.) may be reviewed during this meeting.
- Students in coursework should consider options for the semester of the anticipated birth such as working with their course instructors to receive incomplete grades, electing to drop to part-time status or taking a full semester leave of absence.
- Students engaged in research must work with their faculty to develop plans for the research for the time they are away and for resuming upon return.
- Master's students who receive an academic stipend funded by CMU are eligible to continue to receive stipend funding for up to six (6) weeks during a Short-Term Maternity Accommodation or a Formal Leave of Absence. Continued academic stipend funding may be extended by two (2) weeks, for a total of eight (8) weeks, if an absence longer than six weeks is medically necessary. To receive this support students must be registered with the Office of the Dean of Students.

Consensual Intimate Relationship Policy Regarding Undergraduate Students

This policy addresses the circumstances in which romantic, sexual or amorous relationships/interactions with undergraduate students, even if consensual, are inappropriate and prohibited. The purpose of this policy is to assure healthy professional relationships. This policy is not intended to discourage consensual intimate relationships unless there is a conflicting professional relationship in which one party has authority over the other as in the policy.

Key Offices for Academic & Research Support

Computing and Information Resources

Computing Services provides a comprehensive computing environment at CMU. Graduate students should seek Computing Services for information and assistance with their Andrew account, network access, computing off-campus, campus licensed software, email, calendar, mobile devices, computer security, cluster services and printing. Computing Services can be reached at it-help@cmu.edu.

The CMU Computing Policy establishes guidelines and expectations for the use of computing, telephone and information resources on campus. The policy is supported by a number of guidelines graduate students should know. The policy and guidelines are available at:

<http://www.cmu.edu/computing/guideline/index.html>.

Student Academic Success Center

- **Tartan Scholars**

The Tartan Scholars program was created to provide support for limited resourced students through an intentional first year undergraduate experience with the goals of enhancing the cohort's skill and community building through a lens of self-authorship, growth mindset, and a sense of belonging. As part of the Student Academic Success Center, Tartan Scholars are invited to join the University and participate in summer initiatives and pre-orientation activities prior to their first year at the University.

There are opportunities for graduate students to serve as accountability, learning, or development partners, workshop facilitators, and presenters. Contact Diane Hightower at ddhight@andrew.cmu.edu for more details.

- **Learning Support**

- **Supplemental Instruction:** Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions. The SI program provides regularly scheduled review sessions on course materials outside the classroom. SI is a non-remedial approach to learning as the program targets high-risk courses and is available in select courses based on data related to past student performance and feasibility.
- **Peer Tutoring:** Weekly Tutoring Appointments are offered in a one-on-one and small group format to students from any discipline who need assistance with a course that may not be supported by our other services. Weekly appointments give students the opportunity to interact regularly with the same tutor to facilitate deeper understanding of concepts. Students can register online through the Student Academic Success website.
- **Academic Coaching:** Academic Coaching provides holistic one-on-one peer support and group workshops to help students find and implement their conditions for success. We assist students in improving time management, productive habits, organization, stress management, and study skills. Students will request support through the Academic Success Center website and attend in-person meetings or meet using video and audio conferencing technology to provide all students with support.

- **“Just in Time” Workshops:** The Student Academic Success team is available to partner with instructors and departments to identify skills or concepts that would benefit from supplemental offerings (workshops, boot camps) to support students’ academic success and learning. We are eager to help convene and coordinate outside of the classroom skill-building opportunities that can be open to any student interested in building skill or reinforcing course concept mastery.
- **Study Partners:** Support for students to create and benefit from their own study groups: The Student Academic Success team assists students in forming and benefiting from peer study groups, whereby all students can reap the benefits of peer-to-peer learning, student agency, and collaboration skill development. Staff from the Student Academic Success Center will be made available to instructors and students to assist with the formation of peer-led study groups. This level of support is open to any course where the instructor requests or agrees such support is appropriate and students are interested in both leading and participating.

- **Language and Cross-cultural Support**

More than 60% of graduate students at CMU are international students, and others are nonnative speakers of English who have attended high school or undergraduate programs in the US. Many of these students want to hone their language and cross-cultural skills for academic and professional success. Students can choose from sessions on:

- how to give a strong presentation,
- writing academic emails,
- expectations and strategies for clear academic writing,
- how to talk about themselves as a professional in the U.S.,
- developing clearer pronunciation,
- using accurate grammar,
- building fluency, and more.

Students can make an appointment with a Language Development Specialist to get individualized coaching on language or cross-cultural issues.

The Student Academic Success Center is also charged with certifying the language of International Teaching Assistants (ITAs), ensuring that nonnative English speakers have the language proficiency needed to succeed as teaching assistants in the CMU classroom. Students preparing to do an ITA Certification should plan to take classes offered by the language support team at the SASC from the beginning of their first semester. Students can start by contacting the language support team at the SASC website or attending a Language Support Orientation at the SASC or in their department.

[University Libraries](#)

The University Libraries offers a wide range of information resources and services supporting graduate students in course-work, research, teaching, and publishing. The library licenses and purchases books, journals, media and other needed materials in various formats. Library liaisons, consultants and information specialists provide in-depth and professional assistance and advice in all-things

information - including locating and obtaining specific resources, providing specialized research support, advanced training in the use and management of data. Sign up for workshops and hands-on topic-specific sessions such as data visualization with Tableau, cleaning data with OpenRefine, and getting started with Zotero. Weekly drop-in hours for Digital Humanities and for Research Data Research Management are scheduled during the academic year. Students should start at the library home page to find the books, journals and databases they need; to identify and reach out to the library liaison in their field; to sign up for scheduled workshops; and to connect with consultants in scholarly publishing, research data management, and digital humanities.

Office of Research Integrity & Compliance

The Office of Research Integrity & Compliance (ORIC) is designed to support research at CMU. The staff work with researchers to ensure research is conducted with integrity and in accordance with federal and Pennsylvania regulation. ORIC assists researchers with human subject research, conflicts of interest, responsible conduct of research, export controls, and institutional animal care & use. ORIC also provides consultation, advice, and review of allegations of research misconduct.

Key Offices for Health, Wellness & Safety

Counseling & Psychological Services

Counseling & Psychological Services (CaPS) affords the opportunity for students to talk privately about academic and personal concerns in a safe, confidential setting. An initial consultation at CaPS can help clarify the nature of the concern, provide immediate support, and explore further options if needed. These may include a referral for counseling within CaPS, to another resource at CMU, or to another resource within the larger Pittsburgh community. CaPS also provides workshops and group sessions on mental health related topics specifically for graduate students on campus. CaPS services are provided at no cost. Appointments can be made in person, or by telephone at 412-268-2922.

Health Services

University Health Services (UHS) is staffed by physicians, advanced practice clinicians and registered nurses who provide general medical care, allergy injections, first aid, gynecological care and contraception as well as on-site pharmaceuticals. The CMU Student Insurance Plan covers most visit fees to see the physicians and advanced practice clinicians & nurse visits. Fees for prescription medications, laboratory tests, diagnostic procedures and referral to the emergency room or specialists are the student's responsibility and students should review the UHS website and their insurance plan for detailed information about the university health insurance requirement and fees.

UHS also has a registered dietician and health promotion specialists on staff to assist students in addressing nutrition, drug and alcohol and other healthy lifestyle issues. In addition to providing direct health care, UHS administers the Student Health Insurance Program. The Student Health Insurance plan offers a high level of coverage in a wide network of health care providers and hospitals. Appointments can be made by visiting UHS's website, walk-in, or by telephone, 412-268-2157.

Campus Wellness

At CMU, we believe our individual and collective well-being is rooted in healthy connections to each other and to campus resources. The university provides a wide variety of wellness, mindfulness and connectedness initiatives and resources designed to help students thrive inside and outside the

classroom. The BeWell@CMU e-newsletter seeks to be a comprehensive resource for CMU regarding all wellness-inspired events, announcements and professional and personal development opportunities.

[Religious and Spiritual Life Initiatives \(RSLI\)](#)

CMU is committed to the holistic growth of our students, including creating opportunities for spiritual and religious practice and exploration. We have relationships with local houses of worship from various traditions and many of these groups are members of CMU's Council of Religious Advisors. We also offer programs and initiatives that cross traditional religious boundaries in order to increase knowledge of and appreciation for the full diversity of the worldview traditions. Our RSLI staff are here to support students across the spectrum of religious and spiritual practice and would be more than happy to help students make a connection into a community of faith during their time at CMU.

[University Police](#)

412-268-2323 (emergency only), 412-268-6232 (non-emergency)

The University Police Department is located at 300 South Craig Street (entrance is on Filmore Street). The department's services include police patrols and call response, criminal investigations, fixed officer and foot officer patrols, event security, and crime prevention and education programming as well as bicycle and laptop registration. Visit the department's website for additional information about the staff, emergency phone locations, crime prevention, lost and found, fingerprint services, and annual statistic reports.

CMU publishes an annual campus security and fire safety report describing the university's security, alcohol and drug, sexual assault, and fire safety policies and containing statistics about the number and type of crimes committed on the campus and the number and cause of fires in campus residence facilities during the preceding three years. Graduate students can obtain a copy by contacting the University Police Department at 412-268-6232. The annual security and fire safety report is also available online at <https://www.cmu.edu/police/annualreports/>.

[Shuttle and Escort Services](#)

Parking and Transportation coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. The [Shuttle & Escort website](#) has full information about these services, stops, routes, tracking and schedules.