Carnegie Mellon University English

Graduate Policy Handbook

Revised August, 2017

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This section describes the procedures and the associated requirements that are aimed at ensuring that graduate 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.

INTRODUCTION

Welcome to the Department of English at Carnegie Mellon! This Handbook describes the department's requirements for your graduate degree 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. The Graduate Handbook is the first place to turn when questions arise about what is expected of you here and how to make those things happen. Your first step as a student here should be to become familiar with the requirements and procedures that govern the program you are in.

New Departmental Policies

This Handbook is updated every year. When policies are changed, it is because the department believes the new rules offer an improvement; the Department Head and Director of Graduate Studies will discuss such changes with the graduate students. In certain cases, students currently enrolled whose degree program is affected by a change in department policy may choose to be governed by the policy that was in place at the time of their matriculation. In case degree requirements are changed and certain courses are no longer offered, students should consult with their advisors about how to satisfy the original requirements in other ways.

University-Wide Policies & Expectations

It is your responsibility to be familiar with university policies and guidelines in addition to the departmental policies described in this Handbook. The following resources describe the university's expectations:

- The Word/Student Handbook: www.cmu.edu/student-affairs/theword//index.html
- Academic Integrity Website: www.cmu.edu/academic-integrity
- University Policies Website: www.cmu.edu/policies/
- Graduate Education Website: http://www.cmu.edu/graduate/policies/index.html

The process for handling various academic and non-academic policy violations or other grievances vary from policy to policy. A Summary of Graduate Student Appeal and Grievance Procedures is available at: http://www.cmu.edu/graduate/policies/Summary%20of%20Graduate%20Student%20Appeal%20and%20Grievance%20Procedures.html.

The process for addressing alleged violations of non-academic policies and appeal procedures can be found on the University Policies website at: www.cmu.edu/policies/documents/Disc.html and in The Word at: www.cmu.edu/student-affairs/theword//comm_standards/standards.html, including contact information for questions.

Carnegie Mellon University Statement of Assurance

Carnegie Mellon University does not discriminate in admission, employment, or administration of its programs or activities on the basis of race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Furthermore, Carnegie Mellon University does not discriminate and is required not to discriminate in violation of federal, state, or local laws or executive orders.

Inquiries concerning the application of and compliance with this statement should be directed to the vice president for campus affairs, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone 412-268-2056.

Obtain general information about Carnegie Mellon University by calling 412-268-2000.

The Statement of Assurance can also be found on-line at: http://www.cmu.edu/policies/documents/SoA.html

1 DEGREES and DEGREE REQUIREMENTS

This section describes the graduate degrees offered by the Department of English and lists the requirements for each degree.

1.1 Master of Arts in English (M.A.)

The Department of English offers two distinct M.A. concentrations, the M.A. in English with a concentration in in Literary and Cultural Studies (LCS) and the M.A. in English with a concentration in Rhetoric. Students apply to one or the other program, though they may take courses across programs with their advisors' approval.

- Rhetoric—is distinctive in its interdisciplinary, multi-methodological approach to rhetorical research and pedagogy. The methods of rhetorical theory, argument theory, linguistics, cultural studies, psychology, philosophy, literary theory, and history are brought to bear on the processes of creating and interpreting discourse, the principal focus of rhetorical studies at Carnegie Mellon.

- Literary and Cultural Studies (LCS)—introduces students to some of the major texts and discussions that have shaped literary and cultural theory. It focuses on the study of culturally significant texts and the historical and ideological conditions under which they were produced and received.

Though the Ph.D. programs in LCS and Rhetoric occasionally accept an M.A. student into the program, there is no official relationship between the M.A. and Ph.D. programs at Carnegie Mellon. Students in the M.A. program are not guaranteed acceptance into the Ph.D. program, and they should only apply for the Ph.D. program at Carnegie Mellon if they are sure that their research interests are an exceptionally good fit with the program.

1.1.1 *The Master of Arts in English with a concentration in rhetoric*

> The Rhetoric Concentration requires a minimum of 24 credit hours (72 units) of required and elective course work, 18 credit hours (54 units) of which must be in rhetoric courses approved by the student's advisor. Rhetoric M.A. students normally take courses for 3 credit hours (9 units). Under exceptional circumstances, Rhetoric M.A. students may take courses for 4 credit hours (12 units) with their advisor's approval. Of the 24 credit hours, no more than 6 credit hours (18 units) may be in independent study (76-900). Students should consult with their advisors to select a course of study consistent with their educational goals. In order to receive the M.A. degree, students must maintain a cumulative grade point average of at least a 3.0. Students must comply with academic good standing policies to remain in the M.A. program (See Section 3, Academic Good Standing and Progress Reviews.)

1.1.2 *The Master of Arts in English with a concentration in literary and cultural studies*

The Literary and Cultural Studies (LCS) Concentration requires a minimum of 24 credit hours (6 courses of 4 credit hours [12 units] each). These must be composed of at least 4 courses in LCS (that is, courses taught by LCS faculty or adjuncts).The two additional courses may be a combination of (a) up to two courses taught by LCS faculty or adjuncts, (b) up to two courses taught by Rhetoric faculty or adjuncts, and (c) no more than one course taken either in another department in the Dietrich College of Humanities and Social Sciences (with permission of that instructor), in an English or Cultural Studies course at the University of Pittsburgh (with the permission of that instructor), or as independent study (76-901). Students should consult with their advisors to select a course of study consistent with their educational goals. In order to receive the M.A. degree, students must maintain a cumulative grade point average of at least a 3.0. Students must comply with academic good standing policies to remain in the M.A. program (See Section 3, Academic Good Standing and Progress Reviews.)

1.2 The Master of Arts in Professional Writing (MAPW)

The Master of Arts in Professional Writing (MAPW) program prepares students for a range of communications positions that involve researching, writing, and evaluating print and electronic documents. In addition to developing students' writing and communication skills, the degree prepares them to analyze real-world communications problems, access the latest communications research, use relevant computer technology and software, and understand the communications needs and practices of particular organizations. Because professional writing encompasses an exceptionally wide variety of tasks in different organizations, the MAPW program is designed to promote analytical skill and rhetorical flexibility by developing students' problem-solving abilities.

REQUIREMENTS

The three-semester program requires:

- 12 courses, including six required core courses and six electives for a minimum of 38 credit hours (114 units)
- a one-credit (3 units) professional seminar taken during the first semester
- a professional internship, usually completed in the summer between the second and third semesters but occasionally extending to six months or longer
- Students must comply with academic good standing policies to remain in the MAPW program (See Section 3, Academic Good Standing and Progress Reviews.)

Required Core Courses

MAPW students must complete the following six required core courses:

- 76-870 Professional and Technical Writing (9 units)
- 76-789 Rhetorical Grammar (9 units)
- 76-790 Style (9 units)
- 76-889 Advanced Document & Information Design (12 units)
- 76-761 Document & Information Design (12 units)
- 76-720 Organizational Communication (9 units)

Elective Courses

MAPW students must also complete six advisor-approved elective courses of 9 to 12 units each. The specific courses used to fulfill these requirements vary widely according to students' individual interests but must include as part of the five courses:

- one course in Rhetoric that focuses on the relationships among language, structure, meaning, and context. Options vary and are designated each semester
- one advisor-approved course in Research Methods appropriate to the student's area of study

The remaining four electives can be used to pursue a broad range of interests or to develop a focus or concentration area within the degree.

Optional Concentration Areas

MAPW students are not required to choose an area of concentration but may do so if they would like to develop depth in a particular area. Possible areas of concentration include but are not limited to the following:

- technical writing
- science/healthcare writing
- writing for new media
- writing for print media
- editing and publishing
- public and media relations /corporate communication

The document "Elective Course Options for MAPW Students" (available from the program director and on the MAPW website) provides guidance on the elective courses most relevant to each concentration. Students interested in a specific concentration work with the program director to select the courses most relevant to their career plans.

Professional Internship

In addition to their course work, students must also complete an advisor-approved professional internship as writers, researchers, or communications specialists in business, government, non-profit, or university settings. This practical experience combined with courses in theory, research, and application gives students an excellent opportunity to integrate learning and professional practice. Internships are generally completed in the summer between the student's second and third semester of course work and encompass 10 to 12 weeks. Internships may extend to six months or, as warranted, up to one year or longer. The minimum time requirement for the internship is the equivalent of 8 weeks of full-time work or 320 hours. Students must submit both an internship report and a letter of confirmation/evaluation from their internship supervisor to receive credit for this requirement.

MAPW 4+1

The 4+1 option is available to B.A. and B.S. graduates of Carnegie Mellon who have completed undergraduate courses in Rhetoric or Technical and Professional Writing that match requirements in the MAPW program. Students admitted under this option may receive credit for up to four courses toward the MAPW degree and thus reduce their requirements for the degree to two semesters of course work (8 courses for a minimum of 72 units) plus the required internship.

Courses in Other Departments

MAPW students may, with the approval of the program director and subject to availability and prerequisites as determined by the sponsoring department, include courses in other Carnegie Mellon schools and departments in their elective courses. Students should consult with the program director before enrolling in such courses. The Program Director will approve this based on relevance to the overall plan of study.

Cross-Registration

MAPW students may also, with the approval of the program director, cross-register for elective courses at other colleges and universities in the area that have agreements with Carnegie Mellon. These include the University of Pittsburgh, Duquesne University, Carlow College, and Chatham College. This option is available only to students enrolled full-time and is limited to a maximum of one elective course in each of the student's last two semesters in the program, or a total of two courses. Students may not take the required core courses via cross-registration and should use this option only to register for courses not available through Carnegie Mellon.

Undergraduate Courses

With program director permission, MAPW students may take appropriate undergraduate courses in other departments as electives for their degree. The general criteria are that the courses be relevant to the student's plan of study and that they not duplicate prior or concurrent coursework. Typical examples include programming courses in computer science or a course in cognitive psychology. Courses taken within the English Department must be taken at the graduate level.

Pass/Fail

MAPW students are encouraged to take challenging courses that stretch their abilities. To that end, MAPW students may, with the approval of their advisor, take one elective course on a pass/fail basis without needing to petition the Graduate Committee. One additional course may be taken pass/fail with the approval of the Graduate Committee via petition. The minimum grade required for a "pass" is a C. In order to take a course pass/fail, students must register for this option at the beginning of the course. No switches to the pass/fail option, or from pass/fail to a grade petition, are permitted during the semester.

Grades

In order to receive the degree, students must maintain a cumulative grade point average of at least a B (3.0)

1.3 The Ph.D. in Literary and Cultural Studies

The Doctor of Philosophy in Literary and Cultural Studies (LCS) offers a theoretically driven investigation of literature and other cultural practices. The program focuses on the historical and ideological conditions and on the semiotic strategies that underlie the production and reception of culturally significant texts.

REQUIREMENTS

To receive a Ph.D. in Literary and Cultural Studies, a student must do the following:

- Complete, with a cumulative GPA of at least a B (3.00), 72 hours (216 units) of approved course work. Approved courses are normally at the 700- level or above in Carnegie Mellon's system. (Note that students with previous graduate training may petition the Graduate Committee for approval of transfer credit. See the relevant policy.) Required course work includes:
    o Introduction to Cultural Studies
    o two additional courses that have theory as a major focus
    o two courses that have a historical period as a major focus, including one course that deals with an area outside of the period in which you will be working for your dissertation
    o two semesters of Teaching Writing Practicum
    o one 3-hour (9-unit) Directed Reading course (76-911), taken in the final semester of coursework under the supervision of your Ph.D. Exam Committee Chair. During this Directed Reading course, you will draft your Ph.D. Exam Proposal.
- Complete the language requirement
- Present a public paper
- Pass the Ph.D. qualifying exam
- Develop a satisfactory dissertation prospectus
- Complete and successfully defend a Ph.D. dissertation

Students must comply with academic good standing policies to remain in the Ph.D. program (see Section 3, Academic Good Standing and Progress Reviews).

Full-Time Status

To maintain full-time status in the Ph.D. program, a student must take a minimum of 12 credit hours (36 units) per semester.

Teaching Writing Practicum

In addition to taking the required core courses, students must teach at least ***two semesters*** and take the 76-902/903 Teaching Writing Practicum class during the first two semesters that they teach. The practicum is designed to provide resources, supervision, and evaluation of the teaching experience. Material covered in the practicum includes:

- applying rhetorical and cultural theory to the teaching of writing and reading

- applying university and departmental regulations to the conduct of classes
- developing and using a syllabus
- conducting classes
- responding to student writing
- evaluating and grading student performance

Students who have extensive prior teaching experience may petition to have the teaching practicum and/or class requirement waived.

Grades

To receive the degree, students must have a cumulative grade point average of at least a B (3.0).

Master's Option

A student who enters the Ph.D. program without an M.A. may receive an M.A. in English following the successful completion of 24 hours (72 units) of Carnegie Mellon graduate study. A student wishing to receive an M.A. must apply the semester after the student completes the 24 hours. Consult with the Assistant Director of Graduate Programs about the procedure for doing this.

1.4 The Ph.D. in Rhetoric

The Doctor of Philosophy in Rhetoric focuses on how people produce and understand discourse and argument across a variety of social, cultural, and material contexts in schools, workplaces, and communities. The program familiarizes students with the history and theory of rhetoric and language study and with a variety of methods, qualitative and quantitative, for systematically exploring their interests in research projects and dissertation work. The program prepares students for academic careers centered on the history and theory of rhetoric, writing research and teaching, or interdisciplinary approaches to discourse and cultural studies.

REQUIREMENTS

To receive a Ph.D. in Rhetoric, a student must do the following:

- Complete, with cumulative GPA of at least a B (3.00), 72 hours (216 units) of approved course work. Approved courses are normally at the 700- level or above in Carnegie Mellon's system. (Note that students with previous graduate training may petition the Graduate Committee for approval of transfer credit. See the relevant policy.) Required coursework includes:
    - four designated core courses during the first two years of the program:
        - 76-882 History of Rhetoric
        - 76-863 Contemporary Rhetorical Theory
        - 76-884 Discourse Analysis
        - 76-824 History, Theory, and Practice of Writing Instruction
    - elective classes of individual interest selected in consultation with your advisor to mesh with your research interests. These may come from existing course offerings in the graduate program, either inside or outside the English Department. Students are normally expected to take graduate-level courses as electives, although exceptions can be made when undergraduate courses are more appropriate for the student's needs.
    - one 4-hour (12-unit) *Directed Research in Rhetoric* course (76-800) in which a student in an original research project in collaboration with or under the supervision of a Rhetoric faculty member. This may involve working with the faculty member on his or her research, or it may involve the student's own pilot or exploratory research, conducted under close faculty supervision. Students taking *Directed Research in Rhetoric* must receive the approval of his or her advisor before registering for the course; and develop a written research plan with the supervising faculty member before the beginning of the semester. The plan should include concrete milestones and requirements for the semester. A copy of the plan must be submitted to the Assistant Director of Graduate Programs before the end of the first week of classes. Students may take up to a total of 12 credit hours (36 units) of *Directed Research in Rhetoric,* in addition to any *Directed Research in Rhetoric* units they completed as M.A. students (or in their first year in the program if admitted without an M.A.).
    - two semesters of Teaching Writing Practicum
    - one 4-hour (12-unit) Directed Reading course (76-911), taken in the final semester of coursework under the supervision of your Ph.D. Exam Committee Chair. During this Directed Reading course, your will draft your Ph.D. Exam Proposal.

- Complete the Research Tool Requirement
- Present a public paper by the end of the second year of Ph.D. coursework.
- Pass the Ph.D. exam
- Develop a satisfactory dissertation prospectus
- Write and successfully defend a Ph.D. dissertation

Students must comply with academic good standing policies to remain in the Ph.D. program (See Section 3, Academic Good Standing and Progress Reviews).

Full-Time Status

To maintain full-time status in the Ph.D. program, a student must take a minimum of 12 credit hours (36 units) per semester.

Teaching Writing Practicum

In addition to taking the required core courses, students must teach at least **two semesters** and take the Teaching Writing Practicum class during the first two semesters that they teach. The practicum is designed to provide resources, supervision, and evaluation of the teaching experience. Material covered in the practicum includes:

- applying rhetorical and cultural theory to the teaching of writing and reading
- applying university and departmental regulations to the conduct of classes
- developing and using a syllabus
- conducting classes
- responding to student writing
- evaluating and grading student performance

Students who have extensive prior teaching experience may petition to have the teaching practicum and/or teaching requirement waived.

Grades

To receive the degree, students must have a cumulative grade point average of at least a B (3.0).

Master's Option

A student who enters the Ph.D. program without an M.A. may receive an M.A. in English following the successful completion of 24 hours (72 units) of Carnegie Mellon graduate study. A student wishing to receive an M.A. must apply the semester after the student completes the 24 hours. Consult with the Assistant Director of Graduate Programs about the procedure for doing this.

2 PROCEDURES FOR FULFILLING PH.D. REQUIREMENTS

This section provides details about the Ph.D. requirements listed in Part 1.

2.1 Public Paper

Each Ph.D. student must present a paper at a professional public gathering. Rhetoric Ph.D. students are required to do this before the end of the summer after their last semester of coursework.

Paper Length	The paper must, in the opinion of the student's advisor, be of sufficient length to make a developed statement (20-40 minutes) about an area of professional concern (e.g., a report on current research).
Authorship	The paper should be single-authored by the student. Exceptions to this require prior approval from the Graduate Committee.
Gathering	The presentation of this paper must be at a gathering of professionals to address issues and concerns within their field. It may be anything from a national or regional conference to a recognized gathering at a major university, such as a departmental or program colloquium at CMU.
Documentation	The student should give the material (e.g., a copy of the page from the conference program) to the Assistant Director of Graduate Programs to document the paper presentation.

2.2 Language/Research Tool Requirement

The language/research tool requirement for Ph.D. students is designed to insure that students possess the skills necessary for research.

2.2.1 Rhetoric Requirements

To fulfill this requirement, Ph.D. students in rhetoric must:
- in each annual review after the first year review, identify the research tool they have chosen and describe the progress they have made toward mastering this research tool. A research tool can be research methodology (ethnography, historiography, experimental methods, statistics, *advanced* work in discourse analysis, rhetorical criticism, or computer-assisted corpus analysis, etc.) or a language, as appropriate for the student's research plans. The rhetoric faculty, through the student's advisor, will provide feedback on this annual statement, and specifically on the research tool in question. Progress toward mastering a research tool can be made in various ways, through regular courses as well as through independent study.
- in the dissertation prospectus, include a special, named, section that details the research tool or tools you have chosen to employ in your dissertation work. The student's dissertation committee will be responsible for approving this set of tools, as one of the broader requirements for the dissertation prospectus.

 2.2.2 LCS Requirements

LCS Ph.D. students fulfill this requirement by demonstrating "competency" in one natural foreign (classical or modern) language. Computer languages may not be used to fulfill this requirement.

Students should meet with their advisor or the Director of Graduate Studies about petitioning and present petitions for satisfying this requirement as early in their programs as possible. The language requirement must be fulfilled before the student can write his or her dissertation prospectus.

2.2.3 Demonstrating Competency in a Foreign Language: Rhetoric and LCS

LCS students and those Rhetoric students who use competency in a foreign language as their research tool may satisfy this requirement by:

- scoring in the "competency" range on the ETS exam
- earning a grade of B (3.0) or higher in a literature course taught in the language
- taking a competency course and passing the final exam
- presenting equivalent proof of competency
- passing a competency exam administered by the department (see below)

Petitions to fulfill the language requirement should be submitted to the Assistant Director of Graduate Programs. Petitions are reviewed and approved or denied by the Graduate Committee. Each petition will be judged on an individual basis, and the judgment will take into account both the appropriateness of the language to the student's specialization and his or her unique abilities and experience. Students may submit petitions in advance if they wish to find out whether a course they have in mind will count as fulfilling the language requirement. Such petitions may be approved provisionally, subject to the

student's demonstrating that he or she has completed the course with a B (3.0)or better. Deadlines for submitting petitions will be announced every semester. The Graduate Committee recommends that LCS students receive prior approval of course work intended to satisfy the language requirement.

Departmental Foreign Language Competency Exam for Rhetoric and LCS
Competency in a foreign language can be demonstrated by exam where a student is asked to translate one or more pages of text in a set period of time; use of a dictionary is permissible. The student's advisor and/or exam committee will recruit a qualified faculty member from the English Department or some other department to set and evaluate the exam. This examiner will determine the kind of text to be translated based on the language that the student is offering. The exam will be organized and supervised by this examiner, who will certify the results in a brief memo to the Graduate Committee.

2.2.4 A Note on Introductory and Intermediate Courses
The English Department cannot provide tuition remission for the introductory and intermediate courses in a natural language that one would take for acquiring fluency, but it can provide remission for advanced natural language courses in cultural or rhetorical studies that are appropriate for a student's program.

2.3 Ph.D. Qualifying Exam

The Ph.D. qualifying exam is designed to determine if the doctoral student has substantial knowledge of major theoretical work in the discipline and expertise in a specific area and method of scholarly research.

2.3.1 Rhetoric Exam

The exam for a Rhetoric student is meant to serve two functions. First, it should be a preliminary step toward the student's dissertation, sketching the general area in which the dissertation will be located. Second, it should position the student in the discipline of rhetoric or at the intersection of rhetoric and other disciplines, identifying three or four subfields or concentric circles of endeavor in which he or she would like to be able to claim expertise. The proposal should consist of **a reading list and a document of no more than 10 double-spaced pages** that provides a critical analysis of the major trends in the literature on the list and talks about its relevance to the dissertation area.

Once all committee members have approved the exam proposal, the proposal will be circulated to the program faculty for their comments and suggestions. The proposal for a qualifying exam must be submitted to the Assistant Director of Graduate Programs no later than eight weeks before the student plans to take the exam. The Assistant Director of Graduate Programs will then circulate the proposal to the Rhetoric faculty

Rhetoric faculty members have a week after receiving the proposal to offer critiques and suggestions to the student and to the student's exam committee chair. For purposes of clarity, these should be in writing. Once the Rhetoric faculty has had a chance to respond to the proposal, the student and his or her committee chair schedule a meeting at which they discuss all suggestions for revising the proposal and make plans for revision, if necessary. The proposal is accepted when the exam committee chair sees that all the planned revisions have been made.

The Rhetoric Exam Committee
Normally, the exam committee for a Rhetoric student is composed of three faculty members:
- the committee chair, who is responsible for the major area of concentration (the student's specialization) and
- two other faculty members.

The exam committee in the Rhetoric program is expected to match as closely as possible the student's declared areas of specialization. Students should identify and consult with faculty members about serving on their exam committee no later than their third semester of coursework (or the equivalent for part-time students).

Responsibilities of the Rhetoric Exam Committee
The members of the exam committee:
- establish the date and time of the exam, in consultation with the student
- identify the material to be covered in the exam, in consultation with the student
- compose the exam questions, without prior consultation with the student
- evaluate the answers

Format of the   Rhetoric Qualifying Exam
The qualifying exam for Rhetoric students has two parts:
- a written exam (not to exceed three hours) and
- an oral exam (not to exceed two hours).

Written Exam: Rhetoric
The student responds in writing to two or three questions developed by the committee chair (usually in consultation with other committee members) based on the student's exam proposal and reading list. The answers are circulated to all members of the committee.

Oral Exam: Rhetoric
The oral exam is held at least two days after the written exam, so that the committee members have time to read the written answers before the oral exam.

At least 24 hours before the beginning of the oral exam, the committee chair gives the student one question that the student prepares in advance of the oral exam. The student's presentation of this answer takes up the first half-hour, approximately, of the oral exam. The remaining time is open to members of the committee, who may ask follow-up questions on the oral presentation or on the written exam or other questions based on the student's exam proposal and reading list.

Evaluation of the Exam: Rhetoric
At the end of the oral exam, the committee deliberates in private to decide on a single pass or fail outcome for the exam (written and oral parts).

If a student does not pass the exam, he or she may retake it at least once. This may involve retaking all or part of the exam, at the committee chair's discretion.

2.3.2 LCS Exam

The main purpose of the exam in LCS is to prepare the student for broad competency in generally recognized fields in English Departments. A secondary purpose is to prepare the Ph.D. candidate for dissertation research. We see the exam as playing a strategic role in preparing students for the job market. Our goal is for the student to read widely in both primary and secondary materials and to be able to write and talk expertly about the major questions in the field.

Exam Preparation
In the last semester of coursework, the student shall take a directed reading supervised by a member of the exam committee, usually the chair. This directed reading will count for 12 units, and will be conducted in a form to be negotiated by the student and his/her advisor. The student will need to consult with faculty prior to start of his/her last year of course work to arrange this directed reading.

Exam Documents
There are two required documents that the student must produce by the end of the directed reading. One is the **reading list** on which the student will be examined; the other is a **series of questions**, **no longer than five double-spaced pages**, that reveals the student's approach toward the list, and which will guide both the student's study for the exam and the examiners' formulation of the test. The student will work with two additional faculty members concurrent with the directed reading to get feedback on the list and on the questions. The final list and questions must have the approval of three committee members.

The list should represent a recognized field. Recognized fields may be periods or other broad areas of expertise as defined, for example, by the Modern Language Association divisions or in JIL advertisements, e.g.:

- American Literature and Culture (such as nineteenth-century, early twentieth-century, 1945 to present, or African-American)
- British Literature and Culture (such as Renaissance/Early Modern, eighteenth-century, Romantic, Victorian, Modernist, or 1945 to present)
- World Literature in English (such as African, Caribbean, Indian, or Irish)
- Criticism and Theory

The list must be divided into two basic sections, primary and secondary, though it may be further divided at the discretion of the student and the committee. The division between "primary" and "secondary" materials divides those texts about which the student wants to claim professional mastery from those which aid the student in attaining that mastery. "Primary" texts should include texts that are considered standard in your field of expertise, so it will usually include novels, poetry, plays, essays, or other cultural artifacts, such as films, though it could include mainly theoretical texts if the field were "criticism and theory." There should be roughly 30 to 50 of them (since fields differ in their spread of primary texts, your committee should advise you on this). "Secondary" items will usually include influential literary criticism and literary/cultural theory that reflects the chosen approach. The secondary list may also include social, cultural, and political works and some standard reference works if they are needed for approach to cohere. There should be around 20 to 25 "secondary" texts.

The questions on the list should address big issues about which a significant essay might be written. The questions should make reference to key works of criticism and theory, as well as to primary works. The

series of questions should be organized by major questions that are developed and elaborated by subquestions.

LCS Exam Committee
The 5-member exam committee is composed of
- a chair and two readers recruited by the student from the LCS faculty. This part of the committee will set the questions for the written exam.
  AND
- two full-time faculty members appointed by the LCS program director, who will read the student's written answers and join the first three exam committee members to conduct the student's oral exam and evaluate and vote on the student's written and oral performance. (If an emergency makes it impossible for one of the LCS-appointed committee members to attend, the oral exam may proceed with only one.)

Students should identify and consult with faculty members about serving on their exam committee no later than their third semester of coursework (or the equivalent for part-time students).

Approval of LCS Exam Proposals
Once members of the student's committee are satisfied that a student's exam proposal defines an appropriate exam based on a reading list that   meets the above requirements, they will sign a form to be submitted to the   Assistant Director of Graduate Programs.

Format of the LCS Qualifying Exam
The LCS qualifying exam consists of two parts:

- A take-home written exam with several questions written by the committee to reflect previously discussed issues. The student should choose two questions to answer. The student shall write two essays of approximately 10 double-spaced pages each, which are to be returned within seven days to the student's committee members.

- An oral review as soon as possible after the student's committee has read the exam. Students who wish to may begin with a 10-minute presentation preceding the oral review. The examining faculty has the option to pose questions based on the student's exam proposal (both the 5-page series of questions and the reading lists), in addition to questions referring to the exam essays.

Evaluation of the LCS Exam
 The exam committee will take a simple majority vote to pass or fail the examinee.

LCS Exam Evaluation Criteria
Pass: *Successful completion of the exam.*

Fail: *Unsuccessful completion of the exam.* If the exam committee judges that a student has not passed the qualifying exam, the student may retake the exam or part of the exam. Failure to pass on the second attempt will result in a program faculty recommendation that the student be dropped from the program.

2.3.3 A Note on Summer Qualifying Exams

Qualifying exams are normally not administered during the summer, since most faculty members in the English Department are on 9-month contracts and thus not obligated to do summer work. Under unusual circumstances, however, a student may petition for a summer exam date. This petition must be received by the Assistant Director of Graduate Programs by May 15 and must include:

- the date proposed
- the reason for scheduling the exam at that time
- written statements of agreement by exam committee members that they can attend on the date proposed

2.4 Dissertation Committee Membership

The dissertation committee is composed of at least three members. These members are proposed by the student in his or her prospectus when it is submitted to the Graduate Committee.

Committee Members

The dissertation committee will include at least two faculty members from the English Department. The required third member (and optional additional members) may be from the English Department or other departments at Carnegie Mellon. The individuals who serve on a dissertation committee must be available to advise the candidate about the prospectus as well as the dissertation.

Committee Chair

The dissertation committee chair is normally a member of the English Department faculty. When warranted by the nature of the dissertation, a student may petition to the program faculty (Rhetoric or LCS) for a chair who is from another department at Carnegie Mellon. The approved petition must be submitted to the Graduate Committee along with the dissertation prospectus.

Committee Member not from Carnegie Mellon

If in writing the dissertation the student needs the expertise of someone from an institution other than Carnegie Mellon, the student may consult with his or her dissertation committee chair to have that person included in addition to the three from Carnegie Mellon or instead of one of the three. If the committee chair wishes the outside member to attend the defense in person rather than remotely via Skype and doing so requires funding for travel, funding for travel must be secured from the department or another source before the outside committee member is invited to participate (NOTE: This might involve making a case that the outside member is indeed necessary and that there is no local area expertise).

2.5 Dissertation Prospectus Development and Submission

A prospectus is a proposal describing the topic and goals of the student's dissertation. It should clearly define the topic and the argument to be made and indicate the student's plan for researching and/or otherwise developing the topic and the argument.

Submission Procedure

1. A student should submit a prospectus after he or she has completed the requirements for candidacy. (See "Candidacy," under Policies and Procedures)

2. In consultation with his or her advisor, a student should select faculty members who agree to serve as a dissertation committee. (See the "Dissertation Committee Membership" policy)

3. When the student and the dissertation committee agree that the prospectus is ready for submission to the Graduate Committee, the student should obtain a cover sheet from the Assistant Director of Graduate Programs, attach it to the prospectus, and have it signed by all of the dissertation committee members to indicate that they have read and approved the prospectus.

4. The student must then submit his or her prospectus to the Graduate Committee, via the Assistant Director of Graduate Programs, which refers it to two members of the faculty who act as readers outside the dissertation committee. These readers may come from within the Graduate Committee or from the department faculty at large. Typically, one will be in the student's program (Rhetoric or LCS) and one will be from the other program. The readers will be asked to comment on:

- whether the research plan seems appropriate and sufficient for the project and
- whether the project as described seems feasible and consistent with the student's educational program.

5. The readers provide a written report to the student and his or her committee. At that point, the student's committee may require revisions.

6. Readers should normally report within two weeks. **Note**, however, that prospectuses received by the Graduate Committee later than two weeks before the end of classes in a given semester will not be assigned to readers until the beginning of the next semester.

Acceptance

For the purpose of meeting requirements for progress through the Ph.D. program, the prospectus is considered to be accepted once the prospectus, together with cover sheets signed by all committee members, have been submitted to the Assistant Director of Graduate Studies.

Evaluation Procedure

The prospectus is evaluated for the substance of its content and the quality of its presentation. Therefore, it must demonstrate that the student can discover, design, carry through, and report on a significant scholarly project.

IRB Approval

If the dissertation research involves observing, interviewing, or experimenting with human beings, prior approval from the university's Institutional Review Board may be required. If you think your project may require IRB review, consult with your advisor. Information about IRB review of human subjects research is at http://www.cmu.edu/research-compliance/human-subject-research/index.html. If IRB approval is required, it must be submitted to the Graduate Committee along with the prospectus.

Contents of Prospectus

The following content areas are presented as topics that a prospectus should cover, not as a strict template that defines a prescribed order of topic presentation:

- *Purpose of the study.* The prospectus should clearly define the scope of the dissertation and specify its purpose and objectives (e.g., a thesis to be supported, a theoretical position to be elaborated, a hypothesis to be tested, a problem to be resolved, a debate to be clarified, new information to be acquired). Hence, the prospectus establishes both the nature of the project and its boundaries.

- *Significance of the study.* In addition to clarifying the purpose, the prospectus should explain the importance of the study. One way to do this is to show its place in existing scholarship or research; another way is to show that this particular study looks at distinctly new things or at old things in a new way.

- *Relevant previous research.* The prospectus should briefly discuss previous research relevant to the dissertation topic. The discussion should include both scholarship with which the student is already familiar and that which he or she plans to examine. The student should elaborate some of the relations between his or her own work and major published work in the field. This discussion should be specific enough to clarify the contours of the dissertation and what is fundamentally at stake.

- *The student's own research plan.* Students doing empirical or pedagogical studies should describe how they will gather, analyze, synthesize, and evaluate information and explain why the methodology proposed is the most effective way of meeting their objectives. This description should clarify both the theoretical and the methodological grounding of the project. Students doing other kinds of studies (theoretical, historical, descriptive, or analytical) should show that their research methods will cover their topic sufficiently.

- The prospectus must include a "Plan of Work" that shows the schedule of work agreed upon between the student and the advisor. This schedule will be used in the annual reviews to review academic progress.

Each prospectus should also include *a proposed table of contents* and *a bibliography or reference list.*

Length of Prospectus

A dissertation prospectus should be at least ten pages (2500 words) but no more than 15 pages (3750 words), not including the bibliography or reference list.

2.6 Formatting And Citation Style for Prospectus and Dissertation

Prospectuses and dissertations must for formatted according to the guidelines from ProQuest, which will deposit the dissertation in Hunt Library and make it available to online researchers once it is successfully defended and revised. These guidelines are available at
http://www.library.cmu.edu/datapub/sc/dissertation/decisions

Dissertations in the English Department are of various kinds, so no single style guide is mandated. The style guide used:

- must be standard for the type of dissertation (e.g., graphic, computational, statistical, textual),
- must be consistently applied, and
- must conform to the publication requirements of ProQuest.

2.7 Dissertation Defense

A Ph.D. candidate must publicly defend his or her dissertation before his or her dissertation committee and other members of the English Department.

Scheduling

Dissertation defenses must occur **by the last day of classes** of the semester the student hopes to graduate. For Ph.D. candidates hoping to graduate in the Spring semester, the degree certification deadline is usually the day before Commencement, so defenses must occur at least two weeks before Commencement. Check with the Assistant Director of Graduate Programs for the exact date of the degree certification deadline. If you defend later than two weeks before the Spring certification deadline, you may graduate in August, but you **may not** walk or be hooded during Spring commencement.

Because the dissertation defense is meant to be a public gathering, summer defenses are discouraged. The latest defense date for regular Spring defenses is the last day of finals week (but note that a defense held this late would not allow the student to graduate in Spring semester). The earliest date for regular Fall defenses is the week of Orientation. Under unusual circumstances, a Ph.D. candidate may petition for a summer defense in between these dates. The petition must be received by the Graduate Committee by **April 15** and include the following information:

- the date proposed
- the reason for scheduling the defense at that time
- written statements by dissertation committee members that they can attend on that date

Note that students graduating in August **may not** walk or be hooded during Spring Commencement.

Before the dissertation defense can be scheduled, the student must submit a copy of the final (or next-to-final) draft to his or her dissertation committee for their review and must receive written agreement from them that the thesis is ready for defense.

A dissertation that is held to be ready for defense is one that is complete save, at the most, for very minor changes to the text. In particular, all chapters must be in almost-finished form. Committee members must agree that, unless unforeseen issues arise at the defense, revisions that are still needed will require **no more than two weeks** to complete.

Public Announcement

Not less than 10 working days prior to the scheduled defense, the PhD. Candidate must send the Assistant Director of Graduate Studies the final information about the date, time, and location of the defense; a list of the chair and readers on the student's committee; and the dissertation title and abstract. A scheduled defense is subject to cancellation if the 10-day notice is not observed.

This information is used for a public announcement of the defense that is to be sent to the Dean's office and circulated to other departments in the college for posting. An announcement of the defense will also be posted in the English Department office and elsewhere in the department and circulated by email.

Time Allocation

The dissertation defense typically lasts two hours. It is composed of the following segments:

- 30 minutes: Candidate's overview of the dissertation study and major findings.
- 45 minutes: Questions from the dissertation committee.
- 30 minutes: Questions from other faculty.
- 15 minutes: Questions from other members of the audience.

2.8 Approval of the Defense and Dissertation

Defense Evaluation

Immediately following the defense, committee members meet to discuss the defense and the dissertation. They will vote to pass or fail the defense.

Final Revisions

Assuming the defense is passed, the committee may vote to approve the dissertation as is or require changes. Other faculty may also submit suggestions for changes to the committee. If changes are required, the committee will so indicate on the approval form and describe the required changes in a written memo to the candidate. The candidate should also receive the necessary paperwork from ProQuest for filing the dissertation with the university library and making it available to online searchers.

Final Approval

When the changes have been made to the satisfaction of the committee, the committee (or a designated member thereof) will sign the dissertation approval form and the signature page (six copies) indicating their final approval of the dissertation. The final version with the completed approval form and signature pages, along with the paperwork required for depositing the dissertation with the library, will then be submitted to the department and forwarded to the Dean for official approval. **Only at this point will the candidate be certified for graduation.**

Access to Dissertations

Carnegie Mellon offers a number of options regarding online and print distribution of completed dissertations with Carnegie Mellon University Libraries or with ProQuest/UMI. Graduate students will also be asked if they want to offer immediate open access to their dissertations or to delay such access through an embargo period. Both the University Libraries and ProQuest/UMI enable authors to provide immediate or delayed access to their dissertation online. The University Libraries' standard embargo periods are six months, one year, two years, and five years, after which the work becomes available open access. UMI's standard embargo periods are six months, one year, and two years, after which the work will become available either open access or restricted access according to your instructions. Students should carefully read the University Libraries policies on these options ("Decisions to Make") and discuss them with the primary advisor in terms of potential impediments to future publication.

3. ACADEMIC GOOD STANDING and PROGRESS REVIEWS

This section describes the required procedures that are aimed at ensuring that graduate 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.

3.1 Academic Good Standing Policy: M.A and MAPW students

In order to maintain good academic standing, M.A. and MAPW students 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).

M.A. Students

An M.A. 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.

MAPW Students

An 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 remission 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.

A Note about Part-time M.A. and MAPW Students

Part-time M.A. students must work with their advisors to produce a schedule for moving through the program. This schedule must be in writing, with a copy sent to the Assistant Director of Graduate Studies 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.

University 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 (M.A.) 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, http://www.cmu.edu/policies/student-and-student-life/masters-students-statute-of-limitations.html, students who have matriculated at Carnegie Mellon beginning Fall 2012 will complete all requirements for the master's degree within a minimum 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 towards 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 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.

3.2 Academic Good Standing Policy: Ph.D. Students

3.2.1 Criteria for Academic Good Standing

In order to maintain good academic standing, Ph.D. students must meet the criteria below.

During course work: Ph.D. students must:

- 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 "Grading" policy for more information on incompletes)

After course work: Course work is considered complete once a student has finished the required 72 hours (216 units) of approved course work. After that point, Ph.D. students must meet the following deadlines:

- **Ph.D. Exam.** To remain in good standing, full-time students must take the Ph.D. exam within one semester of completing course work. For example, if a student finishes course work in the Spring 2014 semester, the student must take the qualifying exam by the end of the Fall 2014 semester. Under extraordinary circumstance, such as military or public service, family or parental leave, or temporary disability, the student may petition the relevant program faculty (Rhetoric or LCS) for an extension commensurate with the duration of the interruption. The department may, upon the program faculty's recommendation and with the written approval of the head, allow an extension. Petitions should be submitted along with the Annual Review form. Students who fail the qualifying exam will be put on probation and must retake it within one semester of the first attempt.

- **Dissertation Prospectus.** To remain in good standing, full-time students must submit the dissertation prospectus, approved by the student's dissertation committee, to the Graduate Committee within 2 semesters of passing the qualifying exam. For example, if a student passes the qualifying exam in Fall 2014, the student must submit the dissertation prospectus by the end of Fall 2015. Under extraordinary circumstances, such as military or public service, family or parental leave, or temporary disability, the student may petition the relevant program faculty (Rhetoric or LCS) for an extension commensurate with the duration of the interruption. The department may, upon the program faculty's recommendation and with the written approval of the head, allow an extension. Petitions should be submitted along with the Annual Review form.

- **Satisfactory progress toward completing the dissertation.** In order to remain in good standing, the student's committee members and program faculty must agree that the student is making satisfactory progress toward completing the dissertation. Progress will be reviewed annually. (See the "Annual Review after the First Year" policy.) Progress will normally be gauged by the student's adherence to a plan for submitting work that the student creates with the dissertation committee and submits to the Assistant Director of Graduate Studies with his or her dissertation prospectus. This schedule will normally require that the student produces at least a complete draft of one chapter per semester. The dissertation committee chair will report to the program faculty on the student's progress toward the degree. The student will also submit a 1-3 sentence report as part of the annual review.

Required Timetable for Full-time Ph.D. Students entering Fall 2011 or later

In order to remain in Academic Good Standing during the Ph.D. program, you **must** meet the deadlines in this chart. This chart assumes that all deadlines are met (i.e., no probationary semesters). See below "Academic Good Standing" to calculate deadlines when there have been probationary semesters. Note that there are other requirements for maintaining good standing (e.g., maintaining a cumulative B (3.0) average) that are also detailed above. The "Plan of Work" will normally show the dissertation being completed in a way that allows the student to go on the market in Semester 11 (e.g., the major content chapters done by Oct. 1 of Semester 11 and remaining chapters completed and defended by the end of Semester 12.

Students entering with a BA have an additional year of classwork. Rather than being due Semester 4, the draft exam proposal is due Semester 6, followed by the same progression over 5 years as shown above, for a total of 8 years.

Coursework Years 1 & 2 (post M.A.)*				Year 3		Year 4		Year 5	Year 6	Year 7
Sem 1 & 2: Coursework	Sem 3: Coursework	Sem 4: Coursework. Presentation of public paper by the end of this semester (Rhetoric students). Draft Exam Proposal in Directed Readings (76-911).	Sem 5: Exam proposal must be approved and exams must be passed by end of semester.	Sem 6: All other requirements for candidacy must be completed by the end of semester (no incompletes, two semesters of teaching & internship, language requirement for LCS students).	Sem 7: Dissertation Prospectus approved by dissertation committee by end of semester. See "Prospectus Development and Submission" for specific deadlines. ABD status must be attained.	Sem 8: Dissertation chapters completed according to the Plan of Work approved with the prospectus. Initial Plan of Work must be approved by the Graduate Committee.	Sem 9 & 10: Dissertation chapters completed according to the Plan of Work approved with the prospectus	Sem 11 & 12 Dissertation chapters completed according to the Plan of Work approved with the prospectus.	Sem 13 & 14 Dissertation completed. Defense and certification by end of Spring semester.

Note: In the image the two leftmost cells read "Coursework" (vertical) and "Sem 1 & 2: Coursework" and "Sem 3: Coursework".

Sample 6-year Time Line

You may want to move more quickly than good standing deadlines require. Adhering to a faster schedule will give you more time to write your dissertation, and it will allow you to position yourself better as a publishing scholar. It will also put you in a position to enter the job market during your sixth year and to do a second job search during the final year of your funding in case your 6th-year job search is not successful. This timeline shows how you could do that.

Coursework Years 1 & 2 (post M.A.)			Year 3		Year 4	Year 5		Year 6		Year 7 (if needed)
Sem 1 & 2: Course-work	*Sem 3: Course-work. Select and recruit your exam committee.*	*Sem 4: Coursework, Draft Exam Proposal in Directed Readings (76-911) with your exam committee chair. Have exam proposal approved by committee, read by program faculty, by the end of the semester. Present a public paper.*	*Sem 5: Pass exams as soon as possible this semester.* *Mull, frame argument, draft prospectus as you are reading for exams.*	*Sem 6: Have prospectus approved by dissertation committee, by end of semester.* *ABD status attained.*	*Sem 7&8: Draft 1 or 2 2 chapters.* *Initial Plan of Work must be approved by the Graduate Committee.*	*Sem 9: Draft 1 or 2chapters.*	*Sem 10: Draft 1 or 2 chapters.* *Turn one dissertation chapter into an article and submit it to a refereed journal.*	*Sem 11: Draft 1 or 2 chapters.* *Go on job market if committee agrees you are ready.*	*Sem 12: Revise and defend dissertation.* *If job search successful, be certified to graduate and graduate..* *If job search unsuccessful, Year 7 is available as grace year.*	*Sem 13: Second Job search.* *Sem 14: Start turning dissertation into a book or set of articles. Be certified to graduate as early as feasible but definitely in time to graduate in May.*

3.2.2 Ph.D. Students: Academic Probation

Students who fall out of good standing at any point in the Ph.D. program will be placed on probationary status. Students placed on probationary status will be informed of this change in status in writing. These students will work with their advisors and with the Graduate Committee, if necessary, to rectify the situations that have led to probation.

During a semester of probationary status, the student will remain eligible for tuition remission and a teaching or research assignment. A student on academic probation may not serve as graduate representative to any faculty committee, since the understanding is that the student will need to spend as much time as possible doing the work necessary to be removed from probation.

If, by the end of the semester, the student meets the criteria for academic good standing, the student will be removed from probationary status and returned to good standing. The Assistant Director of Graduate Studies will send the student a letter to this effect with a copy to be placed in the student's file. If, by the end of the 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 above provisions may petition the appropriate program director (Rhetoric or LCS) for one semester of *extended probationary status*. The program faculty, acting as a committee of the whole, may place the student on extended probationary status for one semester. During a semester of extended probationary status, the student forfeits the Ph.D. stipend and all related benefits. (See "Stipends and Other Benefits".)

Students who accumulate 4 semesters on probationary status through multiple lapses of good standing will be dropped from the program whether or not they have returned to good standing after each probationary semester. Students who have been dropped from the program after accumulating 4 semesters on probationary status may petition the Graduate Committee for a one-semester extension if they have evidence of extraordinary mitigating circumstances that have not already been considered. If this petition is unsuccessful, the student may follow the normal departmental and college grievance procedures.

NOTE: Only academic-year semesters (Fall and Spring) are counted in calculating probationary periods.

3.2.3 A Note about Good Standing for Part-time Ph.D. Students

Part-time Ph.D. students must work with their advisors to produce a schedule for moving through the program they are enrolled in. This schedule must be in writing, with a copy sent to the Assistant Director of Graduate Studies 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.

3.2.4 A Note about Good Standing for Students in ABS (In Absentia) status

Students who plan to change to ABS (*in absentia*) status must work with their advisors, in consultation with their other committee members if they have finished coursework, on a schedule for fulfilling requirements to remain in academic good standing. This schedule must be spelled out in writing and submitted to the Assistant Director of Graduate Studies for the student's file. The schedule must be reviewed and, if necessary, revised by the student and the student's committee once a year for the time the student remains in absentia.

3.2.5 University time limit for completing Ph.D. degrees

As described above, full-time Ph.D. students in the Department of English are expected to finish the degree in no more than seven years. Students who complete their program more slowly than this should be aware of the following university-wide policy:

As outlined in the Doctoral Student Status Policy, www.cmu.edu/policies/DSS.html, students will complete all requirements for the Ph.D. degree within a maximum of ten years from original matriculation as a doctoral student, or less if required by a more restrictive department or college policy. Once this time-to-degree limit has lapsed, the person may resume work towards a doctoral degree only if newly admitted to a currently offered doctoral degree program under criteria determined by that program.

Under extraordinary circumstances, such as 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, defer the lapse of All But Dissertation status for a period commensurate with the duration of that interruption. Students, who are pursuing the Ph.D. 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.

3.3 Ph.D. First Year Reviews

The first-year review for Ph.D. students takes place in two stages, one at the end of the first semester and the other at the end of the second semester. These reviews are intended to help the student plan a focused course of study and to help faculty evaluate the student's performance with an eye to judging whether or not the student should continue in the program after the first year.

Student Input. With the assistance of his or her advisor, the student will write and submit a brief statement (250-500 words) that describes his or her:

- areas of interest for coursework and research specialization.
- plans for language/research tool requirement.

This statement will be considered by the program faculty and will be used by both student and advisor to plan future course work and possible projects. It should be seen as a planning document rather than a binding contract.

Teaching Evaluations. The student must also submit copies of teaching evaluations and teaching supervisor observation(s), if any, for the previous semester. (For students who start the Ph.D. program in August, this will mean Fall semester.)

The Fall semester statement and teaching materials are due by **January 1.** The Spring semester statement and teaching materials are due by **April 15.**

Faculty Input. Each faculty member with whom the student has studied and each faculty member who has supervised the student's research or teaching will be asked to comment in writing on the following:

- How would you characterize the student's performance (strengths and weaknesses) in the course he or she took with you (or in research/teaching that person did under your supervision)?
- Should the student continue in this graduate program? Please explain.

These forms must be completed by faculty by **January 1** for the Fall semester review and **April 15** for the Spring semester review.

Meetings

- **Program Faculty.** All statements and evaluation forms go to the faculty members of the student's program (Rhetoric or LCS) for review. The program faculty meet to evaluate the student on the basis of the faculty evaluation forms referred to above as well as the student's completion of course work, grades in course work, teaching performance, and the student's statement.

- **Student and advisor.** After the program faculty meeting, each student's advisor and/or another faculty member from the student's program meet with the student to discuss the student's review.

The Faculty meeting about the Fall semester review will be held during the first week of classes of the Spring semester. The Student-Advisor meeting about the Fall semester review will be held as soon as possible thereafter. Spring review meetings will be held in May.

Outcomes:

Evaluations are based on grades, classroom performance, teaching, assessment of a student's potential to do Ph.D.-level research, overall focus, and fit with the program. A negative assessment could be based on any or a combination of these things. A negative evaluation in the Fall semester review will result in the student being placed on probationary status for the Spring semester. The student and his or her advisor will work out a plan for attempting to remedy the problems that led to the negative Fall-semester review.

For students placed on probationary status after the Fall semester review, a second negative evaluation in the Spring review will result in the student being dropped from the program.

3.4 The Ph.D. Annual Review After The First Year

After the first year, Ph.D. students will be reviewed annually to encourage them to make satisfactory progress through the program and to help them deal with any difficulties that they are encountering. Annual reviews will also provide faculty with evidence about students' academic standing and teaching performance.

Student Input

Each Ph.D. student must submit an annual review report every year by April 15, using the form reproduced below. (This template will be circulated as a .doc file every year.)

Teaching evaluations for the previous calendar year must also be submitted. (For example, Annual Reviews for 2017 would include teaching evaluations and teaching supervisor observations for Spring and Fall semesters 2016. See "Satisfactory Teaching", p. 58.)

Faculty Input

The faculty of the program in which the student is enrolled (LCS or Rhetoric) will be expected to meet before the final day of classes to discuss Annual Reviews. Faculty will not provide written input but will be asked to comment at the meeting on the progress of students with whom they work.

Outcomes

No more than a week after the program faculty has conducted the annual review, students will be informed in writing (by letter or email) whether their progress has been judged satisfactory. Annual reviews and faculty responses will also be placed in students' files. Students whose progress is found to be unsatisfactory according to the "Good Standing" policy will be placed on academic probation and will be required to meet with their advisors sometime before the date on which final grades are due for the semester. (Students found to be having more minor difficulties, which do not merit probation, may also be asked meet with their advisors sometime before the date on which final grades are due for the semester.) The scheduling of these meetings will normally be the responsibility of the advisor.

Template for the Annual Review for Ph.D. students after the first year

Please return this form to the Assistant Director of Graduate Programs by April 15.

If you are teaching in the Department of English, attach copies of your teaching evaluations for the calendar year before this year, along with teaching supervisors' evaluations.

Your name: _____

Your program: __LCS   Are you: __ Full time
                 __Rhetoric   __ Part time

Part time students only: How much of your time do you devote to the Ph.D. program?

    Half time   __   (the equivalent of two courses a semester, without teaching)
    One quarter time   __   (the equivalent of one course a semester, without teaching)

Who is your advisor?_____

Semester and year you started the Ph.D. program: _____
    Were you admitted to the Ph.D. program with an M.A. ___ or without an M.A. __?

In what month and year (e.g., March, 2014) did you complete each of the following steps?

    First year of coursework (including incompletes)   _____
    Second year of coursework (including incompletes)   _____
    Third year of coursework (including incompletes): students
        admitted without an M.A.   _____
    Directed Research in Rhetoric (76-800) course (Rhetoric students)   _____
    Two semesters of teaching and teaching internship   _____
    Petition for transfer of M.A. credits accepted (if applicable)   _____
    Language requirement petition accepted (LCS students)   _____
    Presentation of a public paper   _____
    Ph.D. exam proposal accepted   _____
    Ph.D. exams passed   _____
    Dissertation prospectus accepted   _____

Please list any conference papers delivered, publications accepted or published (indicate which), scholarly service performed (e.g. editorial reviewing, organizing and/or chairing a conference panel, etc.) since you submitted your last annual report (for second-year students, since submitting your first-year report). Provide full information, including co-authors/co-organizers, if any.

Date	Description
(e.g. November, 2010)	*(e.g. "book note on Smitherman,* The Mothers' Tongue*, accepted by* Language in Society *(500 words))*

Please list the courses you taught this year, if any, and/or the other work you did in return for your stipend, as well as any other jobs you held. If you held a dissertation or other fellowship during the year, please indicate this.

Summer '0X	
Fall '0X	
Spring '0Y	

In *no more than 250 words*, please describe your major accomplishments and hurdles in the Ph.D. program since last year's review. Touch on your progress in the program, other scholarly accomplishments, teaching (if any) and service work (if any). Note that you are not required to demonstrate major accomplishments in all these areas! At the end of your statement, please indicate its exact word count. Students writing dissertations should attach the Plan of Work (dissertation work time line) that was approved as part of the dissertation prospectus and discuss their academic progress in relationship to the plan.

> *Example: My mother's serious illness during Fall 2012 kept me from working for several weeks, which delayed my finishing my dissertation prospectus by the end of the semester as I had hoped to. However, in January 2013 my dissertation prospectus was approved by my committee. Since then I have been working on refining my chapter outlines and have started the analysis on which chapter 3 will be based. As per the dissertation plan agreed to by my committee, I am on track to complete a draft of chapter 3 this semester and the first chapter in the Fall semester. I presented a paper at the Rhetoric Society of America conference in May, 2012 and have submitted an abstract for the MLA for the 2014 conference. My 500-word book note for Language in Society was accepted earlier this Spring. In Spring 2012 I taught 76-101 according to the syllabus I developed last year. In the Fall I was assigned to teach 76-387, Language and Culture, for the first time. My teaching evaluations and observations reports for both courses are satisfactory, though I will need to work on making sure my Language and Culture students feel that they understand the assignments fully. I have served as the Rhetoric representative to the Graduate Committee for 2012-13. (213 words)*

Rhetoric Ph.D. students only: Please write a 1-3 sentences in which you identify the research tool or tools you have chosen and describe the steps you have taken this year toward fulfilling the research tool requirement.

> *Example: Since I am interested in the history of military propaganda, Professor Aristotle, my advisor, suggested that a suitable research tool would be a course in historical methods. I have spoken with Professor Thucydides in the History Department, who suggested that I take 79-702, the Graduate Research Seminar in History. I will do so in Fall 2014.*

3.5 Expectations of Faculty Working with Ph.D. Students

At all stages, Ph.D. students should be able to expect that faculty members will read and comment on their work (draft exam petitions, prospectuses, dissertation chapters, etc.) within two to three weeks. If there are unavoidable exceptions, the faculty members must make the student aware of the reasons for exceptions, and the student and the faculty member should agree on a response deadline. If the student experiences repeated difficulty in getting prompt responses to work, the student should talk to the relevant program director (Rhetoric or LCS) or ask another faculty member to do so. If the problem lies with the program director, the student should talk to another faculty member or the Department Head.

4. OTHER POLICIES AND PROCEDURES

4.1 Who is Your Advisor?

M.A. in LCS: Your initial advisor is the Program Director of Rhetoric or LCS, as appropriate. The Assistant Director of Graduate Studies may assign another faculty advisor during your first semester.

MAPW: Your advisor is Chris Neuwirth.

Ph.D.: Your initial advisor is the Program Director of Rhetoric or LCS, as appropriate. No later than your third semester in the program (or the equivalent, for part-time students), you will select and recruit a Ph.D. Exam Committee chair. This person will then be your advisor. If you should decide to work with a different Dissertation Committee chair, that person would then become your advisor.

4.2 Transfer of Credits from M.A. Program

Ph.D. students, but not M.A. students, may petition for the transfer of previously-earned graduate credit from other institutions. Each semester-based credit hour transfers as three units, so a semester-based three-credit hour course would transfer as nine units.

Ph.D. students whose previous graduate coursework was done at another institution or in another department at Carnegie Mellon should normally request the transfer of no more than 24 credit hours (or 72 units) for completed graduate-level coursework. (Transferring more hours may interfere with a student's eligibility for tuition remission.) Only courses in which the student has earned a grade of B (3.0) or higher may be transferred. (A grade of B- will not transfer.) Ph.D. students whose previous graduate coursework was done in Carnegie Mellon's M.A. in English or MAPW programs do not need to petition for transfer of credit. Normally, 24 credit hours (or 72 units) of their previous coursework will be applied against the credit hour requirements for the Ph.D., assuming that they earned a grade of B (3.0)or more in all these courses.

M.A. students are not eligible to request transfer from previous graduate programs at another university or college.

General Information
Only course credit, not grades, are transferred, so the student's Carnegie Mellon grade point average will not reflect transfer credit received.

Of the 24 credit hours that a student may petition to transfer, up to 12 credit hours may be for work of general relevance to the student's field of study. The student must submit the necessary documentation for these courses (see below) but need not include a specific argument for their transfer.

For all additional credit hours, up to the maximum of 24 credit hours (72 units), a student must submit both the necessary documentation and a brief statement explaining the specific relevance of the course work to his or her current degree program.

Deadline
Ph.D. students may petition for the transfer of previous course credit after the first year but must do so prior to taking the Ph.D. exam. The deadline for submitting petitions for transfer of credit is during the week before registration each semester. The exact deadline will be announced by the Assistant Director of Graduate Studies.

Procedure
To request the transfer of course credit, a student must complete the following steps:

1. Write a petition in accordance with the guidelines highlighted in the "Petition" section below.
2. Submit the petition to his or her advisor for review and signature.
3. Submit the signed petition, along with a transcript documenting the credits, to the Graduate Committee for review and approval via the Assistant Director of Graduate Programs.

Petition
A petition for the transfer of course credit must contain the following information:

1. The student's name, degree program, and number of credits earned in the Ph.D. program to date.
2. A statement at the top of the page identifying the petition as a request for transfer credit.
3. The total number of transfer credits being requested. (Identify the number of credits requested in the current petition separately from those granted by previous petitions.)
4. Information about each course being requested for transfer credit:
    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 the relevance of each course to the student's degree program for all transfer credits requested beyond the first 12 up to the maximum of 24. (Note: When providing explanations of course content and relevance, keep in mind that the Graduate Committee is composed of faculty and students with diverse backgrounds who may not be aware of the content of courses taken in another degree program.)
6. Advisor's signature.
7. A copy of the transcript documenting the student's completion of courses identified in the petition.

Note

With the consent of their advisors, students may take courses at other institutions while they are at Carnegie Mellon, as part of their Ph.D. coursework. Students **do not** need to petition to have units for these courses transferred. See "Cross-Registration for Courses."

4.3 Waiver of Program Requirements

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

General Information

A waiver allows the student to substitute another course 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.

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 waivers of a program requirement must have been submitted no later than the semester before the student wishes to take the qualifying exam.

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 his or her advisor for review and signature.
3. Submit the signed petition to the Graduate Committee for review and approval via the graduate director.

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:
   - course number, title, number of credits received, and whether credits were semester or quarter hours
   - school at which the course was taken
   - degree program enrolled in at the time the course was taken
   - semester and year the course was taken
   - grade received
   - 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 Graduate Committee is composed of faculty and students with diverse backgrounds who 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.

4.4 Independent Study

Independent Study (76-900 or 76-901) courses are designed to provide students with an opportunity for intensive study of a subject that is either unavailable or insufficiently covered in regular course work. An Independent study is not intended to substitute for existing courses, but to provide the opportunity for a specialized educational and research experience.

Who can supervise?

Any faculty member in the English Department is eligible to serve as the supervisor of an Independent Study project. The student must provide a brief prospectus of the project to the faculty supervisor as a basis for reading agreement on the objectives of the study.

Approval

Students arranging Independent Study projects must:

1. Get approval from their advisor before electing the course.
2. Draw up a contract with the supervising faculty member that describes in detail the course and its requirements. A copy of this should be given to the Assistant Director of Graduate Programs.

External Study

Graduate students may request that Carnegie Mellon faculty who are outside the English Department serve as Independent Study supervisors. Approval of the reading list and/or research project must be obtained from the student's advisor.

Restrictions

M.A. students in LCS may elect up to a total of 8 credit hours (24 units) of Independent Study.

M.A. students in Rhetoric may elect up to a total of 6 credit hours (18 units) of Independent Study.

MAPW students may elect up to a total of 3 credit hours (9 units) of Independent Study.

Ph.D. students in Rhetoric or LCS may elect up to a total of 12 credit hours (36 units) of Independent Study in addition to any Independent Study units that they completed as M.A. students (or in their first year in the program if admitted without an M.A.).

4.5 Cross-Registration for Courses

Requirements

Ph.D. students wishing to cross-register for a course at another college or university in the Pittsburgh area as part of their M.A. or Ph.D. coursework should get their advisor's consent to do so and then talk to the Assistant Director of Graduate Programs about how to do so. Several schools, including the University of Pittsburgh and Duquesne, Carlow, and Chatham Universities, have cross-registration agreements with Carnegie Mellon.

Students are not required to petition for the transfer of coursework done at another college or university as part of their M.A. or Ph.D. coursework while at Carnegie Mellon, as long as their advisor has consented to the plan. However, if the coursework done at another college or university is intended to satisfy the Ph.D. language requirement, the student must petition in accordance with the language/tool policy.

Restrictions

Ph.D. Students may take up to three courses at other universities, with the consent of their advisors. To take more, the student must petition the Graduate Committee. MA students should check the specific guidelines for their program.

4.6 Grades of "Incomplete"

Incompletes are to be given only in circumstances in which a student has been in good standing in a course through most of the term but is not able to complete the course for reasons beyond his or her control. When a student and a faculty member agree upon an incomplete at the end of the semester, the student and the faculty member must complete and sign a form (available from the Assistant Director of Graduate Programs) that:

- describes the work that must be completed
- indicates the default grade that the student will receive if the work is not completed by the end of the following semester

This form is to be given to the Assistant Director of Graduate Programs at the time that grades are submitted for the semester.

4.7 Asking for 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.

4.8 Student Research Assignments

M.A. students and some Ph.D. students have the opportunity to work as research assistants on various projects. Whenever possible, the department will try to make these projects consistent with the educational goals of the student's academic program.

Assignments are made at the discretion of the faculty who post positions. Faculty may use one research assistant for up to (but no more than) five hours per week or a maximum of 50 hours per semester. These RA-ships are intended to be a modest financial perk and not a significant source of income. The primary purpose of the RA-ship is to give M.A. students the chance to develop a significant research-based relationship with a faculty member.

4.9 Priority in Teaching Assignments

Teaching assignments of one course per semester go first to full-time Ph.D. students taking course work (including exams). The usual teaching assignment for graduate students will be at the 100 level and all students must teach at this level for two semesters. The department will endeavor—though not guarantee—to give graduate students who have a minimum of four semesters of teaching experience at Carnegie Mellon and have completed coursework the opportunity to teach at the 200 level or above also. Ph.D. students will be chosen as instructors for upper-level courses according to their qualifications to teach the proposed courses, their teaching record as displayed through student evaluations and faculty observations, the fit between the courses available and their research interests, their progress in the Ph.D. program, and their seniority in the program. Students will normally not be assigned more than one new preparation per semester.

4.10 Satisfactory Teaching and Teaching Probation

We see your development as an academic as closely linked to your development as a teacher. To that end, if graduate students have difficulty with their teaching, they should expect the department to assist them by providing a course of action that will allow them to improve their teaching. Good standing in teaching does not affect a student's academic standing. Thus, students cannot be dropped from their academic program solely because of teaching difficulties. Regardless of a student's teaching status, tuition remission will not be affected, although fellowship support (which depends on teaching) will be.

Evidence of Satisfactory Teaching

Students must submit teaching evaluations for the preceding semester or calendar year, as appropriate, as part of their annual review (see the "First-year Reviews" and "Annual Review after the First Year" policies.)

Students teaching 76-101 or 76-100 must have their class observed at least once by the Director of First-Year English. Students teaching courses outside the first-year program must have each course that represents a new preparation observed at least once by one of the faculty members who provide mentoring for the course. This should normally not be the Director of First-Year English. Program directors (Rhetoric or LCS) will designate observers for courses other than 76-101 and 76-100 to insure that these students have had appropriate training. In addition, by the time students apply for jobs, at least one member of their dissertation committees should have observed their teaching. Observers will write short (one- or two-paragraph) reports, which students will submit with their annual reviews.

Options for Student Evaluations of Teaching

There are two options for student evaluations: (1) the University Course Assessment, which is the online evaluation tool with scores made available to students and some other members of the CMU community, and (2) the departmental course assessment, which is a paper form with scores made available only to you and faculty involved in mentoring teaching and making teaching assignments. (There are 5 paper evaluation forms, one for 76-101, one for 76-100, one for 76-270, one for other upper-level rhetoric courses, and one for upper-level LCS courses.) There are reasons for and against each option. Your teaching advisor (the Director of First-Year English in the case of 76-100 or 76-101, Program directors in the case of other courses) will have a policy or at least advice about which you should choose. If you don't already have their advice, seek it out.

The university's policies about privacy prohibit anyone from divulging information about a student without the student's explicit consent. Since the University Course Assessment makes private information (your teaching evaluation) public, you cannot be evaluated by this method unless you sign a waiver form opting out of the privacy policy for this purpose. **If you want to use the University Course Assessment in your course, you must sign a waiver form**. The Assistant Director of Graduate Programs will circulate a request for waiver forms each semester. Waiver forms must be returned to by the deadline specified.

Criteria for Satisfactory Teaching

To demonstrate satisfactory teaching, students must:

- Maintain teaching evaluations that indicate average or better than average performance.
- Use course syllabi that meet the goals of the program within which they are teaching. (Program directors are generally the people who can help you with your syllabi.)

- Meet basic requirements of the job: attending class, grading papers and assigning grades in a timely manner, attending teachers' meetings when applicable, contacting the main office when canceling classes, and so forth. If you are unsure about what these requirements are, consult the relevant program director (First-Year English, Professional Writing, Rhetoric, or LCS).

Teaching Probation, Suspension, and Termination

If a student fails to demonstrate satisfactory teaching, a committee consisting of the graduate program directors, the Director of Graduate Studies, the Director of First-Year English, the Director of Professional and Technical Writing, and the department head will decide on a plan of action. The outcome of this process may be:

Teaching probation. During a semester of teaching probation, the student should expect to document the course of action that he or she is taking to remediate the teaching problems that were outlined by the ad hoc committee. Teaching probation will end when the student has demonstrated that he or she has fulfilled these plans. Teaching probation does not affect a student's Ph.D. stipend and related benefits. (See "Stipends and Other Benefits".) A student on teaching probation may not serve as graduate representative to any faculty committee, since the understanding is that the student will need to spend as much time as possible doing the work necessary to be removed from probation.

Suspension from teaching. A student may be suspended from teaching for a variety of reasons:

- demonstrating a pattern of failing to meet basic professional requirements, as sketched above
- being placed on teaching probation for two semesters for a recurring problem that is still not remedied at the end of that period
- failing to rectify a teaching problem by following through on the course of action outlined by the committee members

Students who have been suspended from teaching are no longer considered to be in good teaching standing and will forfeit the stipend and all other benefits unless they are engaged in another department-sanctioned activity that has an associated stipend and benefits.

A student who has been suspended from teaching may reapply for teaching after one semester's suspension by petitioning the committee described above. Petitions should describe how the student will rectify the problems that led to suspension from teaching. The committee will then decide whether or not to allow the student to return to teaching on a probationary status. If the student does not demonstrate satisfactory teaching during that semester, he or she will be terminated from teaching.

Termination of teaching. In extreme cases, a student's teaching may be terminated if the committee finds that there are severe problems with teaching that cannot be rectified. Although a student may be terminated from teaching at any time, termination should be a last resort, reserved only for those students who demonstrate either recurring problems in the classroom, unwillingness to work with the relevant program director to solve these problems, and/or other egregious behavior that cannot be remediated through services provided in the department and campus-wide. Students whose teaching has been terminated will not receive a stipend.

4.11 Stipends and Other Benefits

Contingency of stipend and benefits on teaching
Ph.D. students are expected to teach at least one course section in the English Department each semester in order to receive a stipend and other benefits (see your letter of admission for details. If you have misplaced it, the department has it on file). A small number of students occasionally do an alternative department-sanctioned activity (including but, not limited to, serving as research assistant for a journal or grant or assistant director of a program) in return for the stipend and other benefits. Students who accept a dissertation fellowship in place of a stipend will retain other benefits for the duration of the fellowship, provided that they remain in residence. If the fellowship has an out-of-residence requirement, these benefits must be negotiated with the department head.

Choosing not to teach
If, for any reason except those mentioned above, a student chooses *not* to teach at least one course section in the English Department in a given semester or engage in another department-sanctioned activity, the student will not receive a stipend nor will they receive the standard tuition remission for that semester. Depending on the semester and length of the opt-out, other benefits may be affected. This includes both students who are *In Absentia* and students who are in residence but not working in the English Department in one of the ways described in the preceding paragraph.

Probation, Suspension
Students who are placed on academic or teaching probation or teaching suspension should see the relevant sections of this Handbook for information about which benefits they forfeit.

4.12 Ph.D. Candidacy, "ABD" Status, And *In Absentia* Status

Ph.D. CANDIDACY

A doctoral student shall attain "candidacy" in the English Department when he or she has successfully completed:

- all course work (having transferred credits from an MA program, if applicable, and eliminated all incompletes)
- two semesters of teaching and the teaching internship
- the public paper requirement
- the language requirement (LCS students)
- the Ph.D. qualifying exam

In order to write the prospectus and the dissertation, a student must have achieved the status of Ph.D. candidacy.

"ABD" STATUS

Ph.D. students are moved to "ABD" ["All But Dissertation"] status in Carnegie Mellon's records once they have completed all requirements except for the dissertation. See Carnegie Mellon's "Doctoral Student Status Policy" for information on time limits on doctoral degree student status, a definition of All But Dissertation status, and related matters. (Note that in order to remain in good standing, Ph.D. students will typically be required by their dissertation committees and program faculty to finish sooner than the time specified in the CMU policy.) Once the time limit has been reached the student may resume work toward a PhD only by reapplying to the relevant program (Rhetoric or LCS). See the CMU Graduate Handbook for details.

***IN ABSENTIA* (ABS) STATUS**

ABS Status	A Ph.D. student who has been moved to ABD status (see p. 18) may be moved to *In Absentia* (ABS) status if he or she spends one or more semesters off campus. The university's policies regarding ABS status are at http://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html.
Departmental Policies	Students who are ABS forfeit the Ph.D. stipend and all related benefits Exceptions to this policy must be negotiated with the department Head. Exceptions will normally not be made.
Academic Progress	Students with ABS status are required to submit annual reviews and fulfill the normal requirements for satisfactory academic progress.
Returning from In Absentia Status	The department can only fund a limited number of Ph.D. students each semester. This means that students returning from *in absentia* status are not

guaranteed funding or teaching, even if you have not yet had 7 years of fellowship support. If you plan to return from *in absentia* status and would like to be considered for funding, you must let the Assistant Director of Graduate Study know at least one semester in advance.

Special Note to International Students
J-1 or F1 visa holders are generally not eligible for ABS status. Before making any plans to leave campus prior to graduation, international students must review university policy and consult the Office of International Education.

4.13 University Financial Aid

Graduate students should consult the graduate student financial aid information found on The HUB website: https://www.cmu.edu/finaid/basics/graduate/. Students will find the Graduate Financial Aid Guide, information about funding options and how to apply for financial aid and other helpful links.

Graduate students who find themselves in need of immediate funds for emergency situations should contact the Office of the Dean of Student Affairs (see below), www.cmu.edu/student-affairs/index.html, to inquire about an Emergency Student Loan.

4.14 University Policy on Academic Integrity
www.cmu.edu/academic-integrity/index.html

In the midst of self exploration, the high demands of a challenging academic environment can create situations where some students have difficulty exercising good judgment. Academic challenges can provide many opportunities for high standards to evolve if students actively reflect on these challenges and if the community supports discussions to aid in this process. It is the responsibility of the entire community to establish and maintain the integrity of our university.

Carnegie Mellon University educates its students to become professionals who will serve society with integrity. The university also creates and disseminates new knowledge and expressions of knowledge in ways that benefit society. Carnegie Mellon strives to serve the changing needs of society through the three primary goals outlined in its mission statement: to create and disseminate knowledge and art through research and artistic expression, teaching and learning and transfer to society, to serve students by teaching them leadership and problem-solving skills, and the values of quality, ethical behavior, responsibility to society and commitments to work, to pursue the advantages provided by a diverse community, open to the exchange of ideas, where discovery and artistic creativity can flourish.

4.15 University Policy on Plagiarism and Cheating
http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html

Students at Carnegie Mellon are engaged in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. To assure the validity of the learning experience a university establishes clear standards for student work.

In any presentation, creative, artistic or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

4.16 Summary of University Graduate Student Appeal and Grievance Procedures
http://www.cmu.edu/graduate/policies/appeal-grievance-procedures.html

Graduate students will find the Summary of Graduate Student Appeal and Grievance Procedures on the Graduate Education Resource webpage.   This document summarizes processes available to graduate students who seek review of academic and non-academic issues. Generally, graduate students are expected to seek informal resolution of all concerns within the applicable department, unit or program before invoking formal processes. When an informal resolution cannot be reached, however, a graduate student who seeks further review of the matter is to follow the formal procedures outlined here.   These appeal and grievance procedures shall apply to students in all graduate programs of the University. Students should refer to the department specific information in this handbook for department and college information about the administration and academic policies of the program. Additionally, students may confer with the graduate student ombudsman on issues of process or other concerns as they navigate conflicts

APPENDIX 1: DESCRIPTIONS OF REQUIRED COURSES

M.A. in Professional Writing

The following are descriptions of the courses required for the M.A. in Professional Writing.

Professional and Technical Writing. This course introduces students to the theory, research, and practice of professional and technical writing. Through reading, discussion, writing assignments and workshops, students develop a rhetorically grounded approach to analyzing communication problems and using their analysis to produce and evaluate a range of professional documents. Additionally, students learn important writing-related skills such as how to interview experts, work with clients, test documents on actual users, and manage collaborative writing projects.

Rhetorical Grammar. The primary objective of this course is to provide professional writers with a framework for identifying and authoritatively discussing the grammatical forms and constructions that they will be using in all of their writing. The course also includes some linguistic analysis, a consideration of English orthography, and discussion of the notions of standards and correctness in language. The concern throughout is to develop an understanding of those elements of grammar and usage that are the foundations for good professional writing and for leadership in professional writing settings.

Style. This course is designed to help students develop the professional judgment to make stylistic choices appropriate for particular audiences and contexts and the skill to implement those choices. Students develop a vocabulary of style, assess the effect of stylistic choices on readers, and become better editors of their own writing and that of others. The intellectual foundation for the course is derived from the "Plain English" movement; its principles help both professional and non-professional writers achieve clarity, precision, coherence, and conciseness in their writing.

Advanced Document & Information Design. Geared to students without prior experience in design, this course introduces writers to the field of graphic design and the fundamentals of designing print documents. Through a series of studio projects, lectures, discussion, and demonstrations, students become familiar with the visual and verbal vocabulary of communication designers, the design process, and the communicative value of word and image.

Document & Information Design. As a complement to "**Advanced Document & Information Design,**" "Document Design" introduces students to a variety of approaches to integrating visual and verbal elements to produce meaningful and effective communication in print documents. The course views meaning as the result of an interaction between visual and verbal elements and therefore focuses on how the two work together synergistically to produce meaning that neither would be able to produce alone. Projects are tied to class instruction on perceptual composition, typography, grid features, the strategic use of images, and the cohesion of word, image, and design. The course includes a weekly lab in which students are introduced the computer programs (Photoshop, InDesign, Illustrator,) that they need to execute course projects.

Ph.D. in Literary and Cultural Studies

The following are descriptions of the courses required for the Ph.D. in Literary and Cultural Studies.

Introduction to Cultural Studies. This course offers a theoretical genealogy of cultural studies. As a genealogy, the course does not assume that cultural studies has an essence or an origin. The texts and topics reflect the heterogeneity of its emergence and development. The course does, however, embody several historical changes in cultural studies, from idealism to materialism, from mono- to multi-culturalism, and from high cultural exclusiveness to democratic inclusivity. The course is not designed to teach "approaches," but to explore and interrogate the founding assumptions of the academic project that the student is being trained to join. Students should, by the end of the class, have a sense of where cultural studies came from and of the problems and possibilities raised by the theories it continues to invoke.

Two courses that have a significant focus on theory. These courses explore significant theories or models of culture and the methods for study that they suggest as well as the cultural practices associated with them. Examples include "The Frankfurt School," "Theories of Sexuality," "DeMan and Said," and "The History of the Discipline."

Two courses that have a significant focus on a historical period. These courses stress the way that culture is constructed in a particular time and place. They may stress a single cultural object like the novel, but they include other signifying practices and institutions as well. Examples include "Electrifying the Victorians," "The Long 18th Century," "American Literary Realism," and "Prose Works of the English Renaissance."

Ph.D. in Rhetoric

The following are descriptions of the courses required for the Ph.D. in Rhetoric.

History of Rhetoric. This class focuses on a number of canonical texts within the history of rhetoric and rhetorical theory, beginning in antiquity with Gorgias, Plato, Aristotle, and Cicero; moving through the Medieval and Renaissance reception of classical texts; and ending with Giambattista Vico in the eighteenth century. Throughout this survey we pair older works with newer ones (Derrida, Bakhtin, Blumenberg, Butler, Parker), suggesting that contemporary post-structuralism is a late episode in the history of rhetorical theory. Themes in the class may include rhetoric as an alternative to philosophy, rhetoric as epistemology, rhetoric as a theory of culture, tropological versus topological rhetorics, and rhetorical literary criticism.

Contemporary Rhetorical Theory. This course offers an introduction to various contemporary theorists whose works are frequently studied and employed by scholars in our field, as well as a systematic and historically informed study of what constitutes rhetoric. Our readings and discussions will be guided by an important and ambitious question: What is rhetoric? With the help of contemporary theorists, we will try to determine whether rhetoric is still a discipline or rather a practice and, hence, whether it has a well-structured set of premises, methods, and goals, or whether it constitutes a fairly diffuse set of ideas, attitudes, and sensibilities. Among the issues we will want to tackle are: (1) the demise of rhetoric and its subsequent revival, with the role played by modernity and post-modernity in this process; (2) the relation between contemporary rhetoric and its traditions; and (3) rhetoric as a theory of verbal action. The foci of the course will be major figures in the field, as well as more controversial representatives of contemporary rhetorical theory: Chaim Perelman, Kenneth Burke, Paul de Man, Stephen Toulmin, Richard Rorty, Pierre Bourdieu, Jürgen Habermas, and others.

Discourse Analysis. This course explores how to move from a stretch of speech or writing or signing outward to the linguistic, cognitive, cultural, psychological, and rhetorical reasons for its form and its function. In the process, methodological issues involved in collecting texts and systematically describing their contexts are explored. Students work with data arising from their own work as well as with data provided by the instructor. Theoretical issues that may be discussed include language and ideology, linguistic determinism, speaking/writing roles, audience design and the co-construction of talk, genre, the effects of medium on discourse, speech acts, and register. Methodological issues may include ethnographic participant-observation, transcription and entextualization, qualitative analytical heuristics, and standards of evidence.

History, Theory, and Practice of Writing Instruction. This course focuses on the pedagogy of writing and curriculum design and related theory and research. It includes a course design project appropriate for a specific curriculum and context and experience analyzing and constructing the major components of a writing course: grounding principles, objectives, course design, assignments and methods, and evaluation. Topics to be covered include the history of writing instruction in the U.S., contemporary theories of invention and related pedagogies, learning theory and its implications for pedagogy, the theory and practice of curriculum and course design, and related research. Like all courses in the core curriculum, it will include a guide to resources for further work.

APPENDIX 2: ADDITIONAL RESOURCES

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

Office of the Assistant Vice Provost for Graduate Education
www.cmu.edu/graduate
grad-ed@cmu.edu

The Office of the Assistant Vice Provost for Graduate Education, AVPGE, directed by Suzie Laurich-McIntyre, Ph.D., Assistant Vice Provost for Graduate Education, provides central support for graduate students in a number of roles. These include: being an ombudsperson and resource person for graduate students as an informal advisor; resolving formal and informal graduate student appeals; informing and assisting in forming policy and procedures relevant to graduate students; and working with departments on issues related to graduate students and implementation of programs in support of graduate student development.

The Office of the AVPGE often partners with the division of Student Affairs to assist graduate students with their Carnegie Mellon experience. Senior members of the student affairs staff are assigned to each college (college liaisons) and are often consulted by the Assistant Vice Provost for Graduate Education and departments on an individual basis to respond to graduate student needs.
The Office of the Assistant Vice Provost for Graduate Education (AVPGE) offers a robust schedule of professional development opportunities. Some are geared towards a specific population (master's students, PhD students at the beginning of their program, graduate students seeking tenure track positions, etc.) and others are open to all graduate students (time management, balancing, staying healthy). A full schedule of programs can be found at: http://www.cmu.edu/graduate/.

The Office of the AVPGE also coordinates several funding programs, and academically focused seminars and workshops that advise, empower and help retain all graduate students, particularly graduate students of color and women in the science and technical fields. The fundamental goals of our programs have been constant: first, to support, advise and guide individual graduate students as they work to complete their degrees; second, to contribute to the greatest degree possible to the diversification of the academy.   Visit the Graduate Education website for information about:

- Conference Funding Grants
- Graduate Small Project Help (GuSH) Research Funding
- Graduate Student Professional Development: seminars, workshops and resources
- Graduate Women Gatherings (GWG)
- Inter-university Graduate Students of Color Series (SOC)

Office of the Dean of Student Affairs
www.cmu.edu/student-affairs/index.html

The Office of the Dean provides central leadership of the metacurricular experience at Carnegie Mellon. The offices that fall under the division of Student Affairs led by Vice President and Dean of Student Affairs Gina Casalegno, include (not an exhaustive list):

- *Athletics*
- *Career and Professional Development Center*
- *Cohon University Center*
- *Counseling & Psychological Services (CaPS)*
- *Dining Services*
- *Housing Services*
- *Office of Community Standards and Integrity*
- *Office of Student Leadership, Involvement, and Civic Engagement*
- *University Health Services*
- *Wellness Initiatives*

Graduate students will find the enrollment information for **Domestic Partner Registration** and **Maternity Accommodations** in the Office of the Dean of Student Affairs and on the website. The Office of the Dean of Student Affairs also manages the **Emergency Student Loan** (ESLs) process.   The Emergency Student Loan service is made available through the generous gifts of alumni and friends of the university. The Emergency Student Loan is an interest-free, emergency-based loan repayable 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. The Office of Integrity and Community Standards also provides consultation, support, resources and follow-up on questions and issues of Academic Integrity: www.cmu.edu/academic-integrity.

Assistance for Individuals with Disabilities
http://www.cmu.edu/hr/eos/disability/

The Office of Disability Resources at Carnegie Mellon University has a continued mission to provide physical and programmatic campus access to all events and information within the Carnegie Mellon community. We work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act of 1973. Students who would like to receive accommodations must submit a Voluntary Disclosure of Disability Form [pdf] to access@andrew.cmu.edu to begin the interactive accommodation process.

For more information please see http://www.cmu.edu/education-office/disability-resources/. Students with disabilities are encouraged to self-identify with Equal Opportunity Services by contacting Catherine Getchel, 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
 http://www.cmu.edu/teaching

Support for graduate students who are or will be teaching is provided in many departments and centrally by the Eberly Center for Teaching Excellence & Educational Innovation. The Eberly Center offers activities for current and prospective teaching assistants as well as any graduate students who wish to prepare for the teaching component of an academic career. The Center also assists departments in creating and conducting programs to meet the specific needs of students in their programs. Specific information about Eberly Center support for graduate students can be found at: http://www.cmu.edu/teaching/graduatestudentsupport/index.html

Carnegie Mellon Ethics Hotline
The health, safety and well-being of the university community are top priorities at Carnegie Mellon University. CMU provides a hotline that all members of the university community should use to confidentially report suspected unethical activity relating to financial matters, academic and student life, human relations, health and campus safety or research.

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

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

Graduate Student Assembly
 http://www.cmu.edu/stugov/gsa/index.html

The Carnegie Mellon Student Government consists of an Executive Branch and a Legislative Branch. This is the core of traditional student government, as governed by the Student Body Constitution. The Executive Branch serves the entire student body, graduate and undergraduate, and consists of one president and four vice-presidents. The Legislative Branch for graduate students, The Graduate Student Assembly (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. GSA also contributes a significant amount of funding for conferences and research, available to graduate students through application processes managed by the Office of the Assistant Vice Provost for Graduate Education. GSA also plans various social opportunities for graduate students and maintains a website of graduate student resources on and off-campus, http://www.cmu.edu/stugov/gsa/Resources. Each department has representation on GSA and receives funding directly from GSA's use of the student activities fee for departmental activities for graduate students. The department rep(s) is the main avenue of graduate student representation of and information back to the graduate students in the department.

Intercultural Communication Center (ICC)
http://www.cmu.edu/icc/

The Intercultural Communication Center (ICC) is a support service offering both credit and non-credit classes, workshops, and individual appointments designed to equip nonnative English speakers (international students as well as international students who attended high school and/or undergraduate programs in the U.S.) with the skills needed to succeed in academic programs at Carnegie Mellon. In addition to developing academic literacy skills such as speaking, reading and writing, students can learn more about the culture and customs of the U.S. classroom. The ICC also helps international teaching assistants (ITAs) who are non-native English speakers develop fluency and cultural understanding to teach successfully at Carnegie Mellon and provides ITA testing, required testing indicating a nonnative speaking student has a language proficiency required before being allowed to work with undergraduates in classes, labs or individual meetings.

Office of International Education (OIE):
http://www.studentaffairs.cmu.edu/oie/

Carnegie Mellon hosts international graduate and undergraduate students who come from more than 90 countries. Office of International Education (OIE) is the liaison to the University for all non-immigrant students and scholars. OIE provides many services including: advising on personal, immigration, academic, social and acculturation issues; presenting programs of interest such as international career workshops, tax workshops, and cross-cultural and immigration workshops; supporting international and cultural student groups such as the International Student Union and the International Spouses and Partners Organization; maintaining a resource library that includes information on cultural adjustment, 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 programs.

Veterans and Military Community
http://www.cmu.edu/veterans/

Military veterans are a vital part of the Carnegie Mellon University community. Graduate students can find information on applying veteran education benefits, campus services, veteran's 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 resource in the Pittsburgh community. The Naval ROTC and Veteran Affairs Offices are located at 4615 Forbes Avenue, uro-vaedbenefits@andrew.cmu.edu, 412-268-8747.

Computing and Information Resources
 http://www.cmu.edu/computing

Computing Services provides a comprehensive computing environment at Carnegie Mellon. Graduate students should seek Computing Services for information and assistance with your 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 Carnegie Mellon 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.

Research at CMU:
http://www.cmu.edu/research/index.shtml

The primary purpose of research at the university is the advancement of knowledge in all fields in which the university is active. Research is regarded as one of the university's major contributions to society and as an essential element in education, particularly at the graduate level and in faculty development. Research activities are governed by several university policies. Guidance and more general information is found by visiting the Research at Carnegie Mellon website.

Office of Research Integrity & Compliance
 http://www.cmu.edu/research-compliance/index.html

The Office of Research Integrity & Compliance (ORIC) is designed to support research at Carnegie Mellon University. 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, intellectual property rights and regulations, and institutional animal care & use. ORIC also consults on, advises about and handles allegations of research misconduct.

Counseling & Psychological Services
 http://www.studentaffairs.cmu.edu/counseling

Counseling & Psychological Services (CAPS) affords the opportunity for students to talk privately about issues that are significant for them in a safe, confidential setting. Students sometimes feel confused about why they are feeling upset and perhaps confused about how to deal with it. An initial consultation with a CAPS therapist will clarify options and provide a recommendation to the appropriate mental health resource at Carnegie Mellon or the larger Pittsburgh community. CAPS services are provided at no cost. Appointments can be made in person or by telephone, 412-268-2922.

Health Services:
http://www.cmu.edu/HealthServices/

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. Graduate students should contact UHS to discuss options for health insurance for spouses, domestic partners and dependents. Appointments can be made by visiting UHS's website or by telephone, 412-268-2157.

Campus Wellness
http://www.cmu.edu/student-affairs/wellness/

At the university, we believe our individual and collective well-being is rooted in healthy connections to each other and to campus resources. There are a wide variety of resources, opportunities and people that 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. To sign up for the e-newsletter, text BEWELLATCMU to 22828 and share your preferred email address.

University Police:
 http://www.cmu.edu/police/

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

The University Police Department is located at 300 South Craig Street, Room 199 (entrance is on Filmore Street).   The department's services include police patrols and call response, criminal investigations, shuttle and escort services, fixed officer and foot officer patrols, event security, and crime prevention and education programming. Visit the department's website for additional information about the staff, escort and shuttle, emergency phone locations, crime prevention, lost and found, finger print services, and annual statistic reports.

Shuttle and Escort Services
University Police coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. Full information about these services, stops, routes, tracking and schedules can be found online at: http://www.cmu.edu/police/shuttleandescort/

Carnegie Mellon University 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 http://www.cmu.edu/police/annualreports.

The WORD
http://www.cmu.edu/student-affairs/theword//

The WORD is Carnegie Mellon University's student on-line handbook and is considered a supplement to the department (and sometimes college) handbook. The WORD contains campus resources and opportunities, academic policy information and resources, community standards information and resources. It is designed to provide all students with the tools, guidance, and insights to help you achieve your full potential as a member of the Carnegie Mellon community.   Information about the following is included in The WORD (not an exhaustive list) and graduate students are encouraged to bookmark this site and refer to it often. University policies can also be found in full text at: http://www.cmu.edu/policies/.

Carnegie Mellon Vision, Mission
Carnegie Code
Academic Standards, Policies and Procedures
        Educational Goals
        Academic and Individual Freedom
        Statement on Academic Integrity
        Standards for Academic & Creative Life
                Assistance for Individuals with Disabilities
                Master's Student Statute of Limitations
                Conduct of Classes
                Copyright Policy
                Cross-college & University Registration