Carnegie Mellon University

School of Architecture
Doctor of Philosophy
Student Handbook
2019-2020

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While this handbook is specific to your academic experience in the School of Architecture, there are several other resources and offices graduate students are encouraged to consult during their tenure at Carnegie Mellon University. Information about The Word, the student handbook, the Office of the Assistant Vice Provost for Graduate Education, the Office of the Dean of Student Affairs and others can be found at http://www.cmu.edu/graduate/.

This handbook replaces all previous versions. The rules and guidelines set forth in this handbook apply to all doctoral students in the School of Architecture; however, for each individual student specific curricular requirements that were in effect at the time of matriculation apply. In accordance with university policy, students who began their doctoral studies prior to the date of this revision of the handbook may follow time-to-degree requirements from the previous policy (https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html).

August 15, 2019
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CMU has been a birthplace of innovation throughout its 111-year history. Today, it is a global leader bringing groundbreaking ideas to market and creating successful start-up businesses. The faculty members are renowned for working closely with students to solve major scientific, technological, and societal challenges. The University puts a strong emphasis on creating things—from art to robots, and architecture.

CMU is the only school founded in the United States by industrialist and philanthropist Andrew Carnegie, who wrote the time-honored words, "My heart is in the work," when he donated the funds to create Carnegie Technical Schools in 1900 in Pittsburgh, Pennsylvania. In 1912, the schools, including the SoA, became the Carnegie Institute of Technology, highly regarded for both the arts and technology. A merger with the Mellon Institute—the nation’s first major research institute—created CMU in 1967. Today, CMU is a national research University of about 11,500 students and 5,000 faculty, research, and administrative staff.

CMU is a diverse blend of academic disciplines. The University consists of seven colleges and schools: the College of Fine Arts (which includes the SoA), the Carnegie Institute of Technology (engineering), the Dietrich College of Humanities and Social Sciences, the Mellon College of Science, the Tepper School of Business, the School of Computer Science, and the H. John Heinz III College (Public Policy & Information Systems). It has become an international leader in technological fields such as computer science, robotics, and engineering. From its inception it has had a strong emphasis on the applied and practical arts and trades, as well as the fine arts. Its position of leadership in both the arts and in technology is unusual in higher education today.

The SoA is one of five schools within CMU’s CFA, alongside the schools of Art, Design, Drama, and Music. Founded in 1905, the CFA was the first comprehensive arts learning institution in the United States. Today it is a unique constellation of internationally top-ranked conservatory schools in the arts embedded within a tier-one research university. The five schools are committed to community engagement, supportive of creative risk-taking, and actively embracing diversity. The pedagogy across the college is built on the principles of “thinking through doing” and “learning through doing” in studio and conservatory-based environments, and respect for tradition while encouraging innovation.
The SoA provides deep immersion in the discipline of architecture, intensified by the broader CMU culture of interdisciplinary innovation and creative inquiry. Our undergraduate and graduate degree programs prepare students to be excellent, discipline-defining design thinkers in diverse global contexts. This world-class architecture education is enhanced by our position within one of the world’s leading research and entrepreneurship institutions, and by the fundamental premise that architectural excellence demands both rigorous training in fundamentals and the development of unique specializations. Students may extend their core knowledge through studios and coursework in architecture sub-disciplines like sustainable design or computational design or urban design, or through interdisciplinary interaction with CMU’s other renowned programs. Though every CMU architecture student graduates with intensive architecture knowledge, no two graduates leave with exactly the same focus. Graduates of SoA excel in the roles architects have performed for centuries – and in new roles catalyzed by the depth and breadth of their education – to create and execute innovative solutions to an ever expanding range of global challenges. The Graduate Programs of the SoA have a long, rich history of scholarship and research that shapes and pushes the envelope in our profession. Our wide range of specialized post-professional program offerings prepare architects and designers for fields as diverse as industry, government, academia and more. Our graduates succeed on the cutting edge in innovative design practices, research organizations, federal and municipal governments, the building and manufacturing industries, and leading universities both in the US and abroad.
2 UNIVERSITY POLICIES & EXPECTATIONS

It is the responsibility of each member of the Carnegie Mellon community to be familiar with university policies and guidelines. In addition to this departmental graduate student handbook, the following resources are available to assist you in understanding community expectations:

- The Word/Student Handbook: 
  https://www.cmu.edu/student-affairs/theword/
- Academic Integrity Website:
  https://www.cmu.edu/student-affairs/ocsi/
- University Policies Website:
  https://www.cmu.edu/policies/
- Graduate Education Policies Website:
  https://www.cmu.edu/graduate/policies/
- Doctoral Student Status Policy:
- Graduate Student Registration Website:
  https://www.cmu.edu/hub/registrar/registration/index.html
- Academic Calendar: https://www.cmu.edu/hub/calendar/

Please see Appendix E for additional information about The Word and University resources.

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 university ombudsman, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone 412-268-1018. Obtain general information about Carnegie Mellon University by calling 412-268-2000.
The Statement of Assurance can also be found on-line at:

**THE CARNEGIE MELLON CODE**

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible. These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist. The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the University.

The Carnegie Mellon Code can also be found on-line at:
https://www.cmu.edu/student-affairs/theword/
Carnegie Mellon University is recognized for outstanding contributions to science, technology, management, policy and the fine arts. The School of Architecture builds on a tradition of interdisciplinary study. Our faculty’s diverse set of backgrounds and commitment to professional practice and scholarly research make for a rich learning experience. Our graduates hold positions in innovative design practices, research organizations, federal and municipal governments, the building and manufacturing industries, and at leading universities both in the US and abroad. Our programs reflect a commitment to excellence. Students with motivation and ability receive an outstanding educational opportunity at Carnegie Mellon University’s School of Architecture.

**DOCTORAL STUDIES IN ARCHITECTURE**

The School of Architecture offers the Doctor of Philosophy degree in three (3) areas of concentration:

- Ph.D. in Architecture-Engineering-Construction Management [PhD-AECM] (jointly offered with Civil & Environmental Engineering)
- Ph.D. in Building Performance & Diagnostics [PhD-BPD]
- Ph.D. in Computational Design [PhD-CD]

Each Ph.D. program has a Track Chair who is a full time faculty in the School of Architecture with responsibility for the program curriculum (and any changes thereof), admissions as well as serving as the advisor to students with regard to matters pertaining to doctoral study in their respective program.

For details on all of our program offerings please visit our website at: https://soa.cmu.edu/graduate/
4.1 GRADUATE PROGRAM COMMITTEE

The Graduate Program Committee comprises all Track Chairs of respective Master Programs and Principal Advisors of Ph.D. students. The Director of the Graduate Program, appointed by the Head of the School of Architecture, chairs the Committee. The Director of the Graduate Program may nominate other faculty and graduate students to serve as members of the Committee.

The Committee monitors all post-professional programs and makes recommendations to the Head of the School. The Chair of the Graduate Program Committee determines who can or cannot vote on any matter brought before the committee, based on consideration of the role, qualification and expertise of members in relation to the subject matter, any potential conflict of interest or violation of confidentiality circumstance. Such determination shall be communicated in writing in advance to the Committee along with motion(s) prior to the vote being taken.

The Committee considers and may approve any petition requesting an exception from the academic guidelines and requirements spelled out in this document.

4.2 ADMISSIONS REVIEW

Admissions are normally reviewed in the Spring Semester.

The Graduate Program Committee oversees admissions to the PhD programs. The Track Chair coordinates the review process for applications to their program, and communicates all admission decisions to the Committee. Every application is multiply reviewed. Positive decisions require at least one faculty agreeing to advise the applicant. Exceptions to admissions requirements to any PhD program are referred to the Committee.

Student representatives in the Committee are excused from the review and decision-making process.

4.3 PHD PROGRAM COMMITTEE

The PhD Program Committee, comprising all faculty members who are Principal Advisors of Ph.D. students, administers all matters pertaining to the Ph.D. programs. Members of the PhD Program Committee are also members of the Graduate Program
Committee. The Chair of the Graduate Program Committee is a member of the PhD Program Committee.

The committee reviews and decides on all recommendations made by a student’s advisory committee with respect to a student’s progress (see Section 5). In this way, the committee assures that standards of excellence are maintained, consistently and uniformly, across the program.
5 PHD PROGRAM

5.1 OVERVIEW

Work towards a Ph.D. degree is divided into three phases, with indicative nominal duration: Course Work and Candidacy (one to four semesters), Thesis Proposal (one to two semesters), and Dissertation (two to four semesters).

In the first phase, students take courses on the tools, concepts, and methods that characterize their area of concentration. The candidacy qualifying examination is normally taken after the student has completed all coursework requirements as stipulated in the respective program concentration curricula. This phase ends when a student passes the qualifying examination, whereupon a student is deemed a doctoral candidate.

In the thesis proposal phase, the student completes the preliminary research needed to plan a course of action leading to a successful dissertation on a selected topic. The thesis proposal must be publicly defended. This phase ends when the thesis proposal is accepted, whereupon the doctoral candidate is deemed to be in all but dissertation (ABD) status.

In the dissertation phase, the student writes a dissertation on the selected topic that represents a significant research accomplishment, makes a significant contribution to knowledge in the area of concentration, and includes material worthy of publication. The dissertation must be publicly defended. The students will be awarded the degree upon successful completion of the defense and submission of the final dissertation document.

5.2 ADMISSION INTO THE Ph.D. PROGRAM

All applicants to the Ph.D. programs must complete the online application in full, and with all required supporting documentation. Information pertaining to application requirements, policies and procedures is available online at: https://soa.cmu.edu/gradapplication

The Graduate Program Committee will decide on the outcome of the application based on a review of the completed application materials. Each applicant will be notified of the outcome by email from the Graduate Admission Coordinator.

Prior to official admission, all PhD students are required to meet in person, or by “live interaction” via telephone conference call, video-conference, voice-over-Internet, Web
cam, or other “synchronous” communication systems that may be available at the time with their potential adviser(s).

5.3 ORGANIZATION OF THE PROGRAM

5.3.1 Areas of Concentration

Each student enters the program and works toward a Ph.D. in a particular area of concentration as stated in Section 3. Curriculum requirements for each respective program are provided online at: https://soa.cmu.edu/graduate

5.3.2 Advisory Committee, Qualifying Examination Panel and Doctoral Committee

Upon admission, each Ph.D. student will be assigned an advisor (based on the student’s research interest), who will be the Principal Advisor of the student. The Principal Advisor, who must be a full-time faculty of the School of Architecture, is responsible for all academic and administrative actions that become necessary during the course of study. The student, in consultation with their Principal Advisor, is responsible for selecting an Advisory Committee. This is normally done after completing all required coursework.

The Advisory Committee must be composed of at least three faculty members. The Principal Advisor will chair the Advisory Committee. One of the members of the Advisory Committee must be external to the School of Architecture.

Students may request to change the composition of the Advisory Committee at any time during the course of study. Such requests must be made in writing to the PhD Program Committee, and will be reviewed and subject to approval by the Committee.

For the Qualifying Examination in Phase 1 of the Ph.D. Program, the Advisory Committee will form the Examination Panel (see Section 5.3.4.1.2).

For Phase 2: Thesis Proposal and Phase 3: Dissertation, the Advisory Committee will become the Doctoral Committee of the Ph.D. candidate (see Sections 5.3.4.2 and 5.3.4.3).

5.3.3 PhD Game Plan

Once the Advisory Committee is formed, the student must submit a Game Plan to PhD Program Committee, which will include the following information:

i) The names and affiliations of members of the Advisory Committee
ii) Specification of the **chosen area of concentration** and an **abstract of scope of work** within the area of concentration

iii) A **list of courses** taken (with grades achieved) and/or to be taken

The Game Plan must be signed by the student’s Advisory Committee, and submitted to the PhD Program Committee. The Game Plan (and any subsequent modifications thereof) must be approved by the PhD Program Committee. A sample of the Game Plan is provided in the Appendix B (see pages 37-45).

5.3.4 Program of Study

The minimum required full-time residency (minimum 36 academic units per semester) for the Ph.D. program in the School of Architecture is two years. Ph.D. students who have completed one or more years in one of the School’s Master programs may count one year of their Master study toward the Ph.D. residency requirement.

Students who are unable to complete any phase after twice the expected time may be asked to withdraw from the program. See also Section 5.3.5.2 “Time to Degree”.

5.3.4.1 Phase I: Course Work and Candidacy

The objective of this phase is to familiarize students with the tools, concepts and methods that characterize their area of concentration.

Phase 1 ends when a student passes the Qualifying Examination and is awarded doctoral candidate status.

5.3.4.1.1 Course Work Requirements

Students entering the program, unless otherwise approved, must complete the schedule of courses, and achieve the minimum total course work units for the selected area of concentration.

Students entering the program with a Master degree from Carnegie Mellon University or other institutions, through written petition, may be granted waivers for those courses already taken, and these may be counted towards the required total course work units; such courses will be assigned a Pass grade which is non-factorable toward the QPA calculation. However, the student’s Advisory Committee may also require additional courses deemed necessary for the specific topic in the area of concentration.
Students, in consultation with their Advisory Committee, may also request for substitution of a required course to meet specific need.

The student is responsible for submitting all requests for course waivers and substitutions and any other deviation from the published course work requirements to the PhD Program Committee through the Principal Advisor (and with their agreement) for approval. Any approved change must be given in writing and recorded by the student in their Game Plan accordingly. Regardless of any such change, the minimum full-time residency requirement must be fulfilled.

5.3.4.1.2 Qualification for Candidacy

The Ph.D. Qualifying Examination is administered once each semester.

The student’s Advisory Committee will form the Qualifying Examination Panel. The objective of the Qualifying Examination is to provide evidence that the prospective candidate is:

- Familiar with basic concepts, techniques and methodologies that characterize the selected area of concentration
- Ready and able to apply this knowledge through independent and self-directed research on their own
- Ready to demonstrate an ability to deal with specialized as well as broader views related to the field of study

PRECONDITIONS – Prior to taking the Qualifying Examination, the student must:

1. Complete all required coursework with a minimum overall QPA of 3.0.
2. Submit an up-to-date Game Plan (see Section 5.3.3) to the Graduate Program Administration.
3. Complete the equivalent of at least 36 units of independent research, which is certified by the student’s advisor, and submitted to the PhD Program Committee to be kept in the records.

The Ph.D. Qualifying Examination comprises two parts:

WRITTEN EXAMINATION – In which a student is asked to provide written answers to questions posed by the Qualifying Examination Panel. Composition of the questions is to meet the following goals:

- Test the student’s knowledge of the area of concentration in depth
- Cover both conceptual and technical issues
• Test the student’s ability to address a wider range of issues and problems associated with the field of study

Each examiner poses one (1) question. The chairperson of the Qualifying Examination Panel compiles the questions, which are circulated to the School’s PhD Program Committee for review and feedback is provided to the Examination Panel.

The student is given time, equivalent to one (1) day for each question, to provide answers, which are then reviewed by the Examination Panel.

**ORAL EXAMINATION** – This examination is conducted by the Examination Panel, based on answers submitted by the student for the Written Examination. It provides an opportunity for follow-up explorations within the spectrum of topics established through the courses taken by the student.

The oral examination is scheduled no later than two (2) weeks after the answers to the written examination have been received. The oral examination is attended by the Examination Panel and by, at least one faculty designated by the PhD Program Committee, to act as an observer of the proceedings. Only the Examination Panel is permitted to ask questions. At the end of the examination, the Panel solicits the opinions of faculty present and formulates their own evaluation.

**OUTCOME** – There are three (3) possible outcomes:

1. The student passes the examination.
   However, the Examination Panel, in its judgment, may recommend additional work. All such recommendations must be specified in writing.

2. The student fails, but in the Examination Panel’s judgment, is able to correct their deficiencies through additional work and re-examination.
   The time frame for the scope of work and schedule of re-examination must be specified in writing.
   Each student may be permitted to be re-examined, but only once.

3. The student fails and is dropped from the program.

The outcome of the examination is given in the form of a written evaluation, signed by the committee and observer, and communicated to the PhD Program Committee for the records, and to the student on the day of the oral examination. A sample sign-off sheet is shown in Appendix C.
5.3.4.2 Phase II: Thesis Proposal

The objective of this phase is to identify a suitable thesis topic and to complete the preliminary research needed to plan a course of action leading to a successful dissertation on that topic. Candidates will have to demonstrate their ability to:

- Isolate, define and structure a previously unstructured or unresolved problem in their area of concentration
- Make an original contribution to this field
- Follow the general conventions and techniques of academic research
- Apply knowledge and skills acquired through the course of study
- Communicate ideas in a clear and coherent manner

5.3.4.2.1 Form of Proposal

A thesis proposal must be submitted in written form to the Doctoral Committee and prepared for an oral presentation at a public seminar. It should be concise and lucid, but sufficiently complete to allow for an evaluation of the above criteria.

The following parts are required:

Cover page, listing the following:
- Proposed title
- Candidate’s name
- School’s name and degree sought
- Names and affiliations of the Doctoral Committee members
- Date of submission

Abstract, which summarizes the proposal and succinctly states its salient points.

Description of the research problem, to be addressed in the thesis. This description must:
- State the problem in a concise manner
- Explain its significance and the context in which it arises

Description of the approach, to be pursued. At minimum, it must contain the following:
- A review of the research and theory relevant for solving the problem
- A specification of the conceptual framework adapted for solving the problem
• An identification of specific theories, methods or sources of data expected to be employed in the thesis

• A preliminary timetable

• Bibliography.

Once the candidate’s Doctoral Committee has received a complete thesis proposal, only then can its presentation be scheduled.

5.3.4.2.2 Submission of Proposal

One (1) week prior to the scheduled proposal presentation, two (2) copies of the thesis proposal must be posted publicly, and all faculty of the School of Architecture notified of the time and place of the meeting by the School.

5.3.4.2.3 Presentation of Proposal

The proposal presentation must be scheduled only one week prior, during, or two weeks after the Fall or Spring semesters as per the official University calendar. The Chair of the Doctoral Committee will organize the event and inform the Graduate Program administration.

A proposal presentation cannot be scheduled to overlap with another.

The proposal must be presented at a public seminar. The faculty at large of the School will be invited to this presentation.

The Doctoral Committee and one neutral observer from another program must fully participate in person, or by “live interaction” † via telephone conference call, videoconference, voice-over-Internet, and Web cam or other “synchronous” communication systems that may be available at the time.

The Doctoral Committee will make a decision on the acceptance of the proposal, based on the written proposal, the seminar and the opinions of the attending faculty. This decision, signed by the committee, is communicated in writing to the PhD Program Committee for the records and to the student within one week of the examination.

† The option to ‘interact live’ applies only to external committee members, and to those internal committee members who are on leave of absence or on assignment off-campus.
It is up to the discretion of the PhD Program Committee to ask any candidate who fails the proposal to withdraw from the program. No candidate can remain in the program after two failed proposal attempts.

5.3.4.3 Phase III: Dissertation

The objective of this phase is to write a dissertation based on the selected topic that:

- Represents a significant research accomplishment
- Makes a significant contribution to knowledge in the area of concentration
- Includes material worthy of publication

5.3.4.3.1 Submission of Dissertation

Candidates must submit to the Doctoral Committee a substantially complete version of their dissertation no later than one and one-half (1½) months before the deadline stipulated by the University in the semester in which they hope to complete their Ph.D. program of study. The committee then has a maximum of one (1) month to review the dissertation; during this time, the student may be required to do further writing and amendments.

Two (2) weeks prior to the scheduled dissertation defense, three (3) copies of the final draft will be posted publicly, and all faculty of the School of Architecture notified of the time and place of the meeting by the School.

5.3.4.3.2 Dissertation

A dissertation must be publicly defended. This defense serves to:

- Give faculty the opportunity to assess whether the research program specified in the candidate’s thesis proposal has been carried out satisfactorily
- Provide a forum for the communication of the research results

No dissertation will be scheduled for public defense until the document representing the work of the candidate is reviewed and accepted for presentation by the candidate’s Doctoral Committee. At minimum, it must include:

1. Title page
2. Abstract
3. Table of contents
4. A finished text that completely describes the work and includes all references and citations
The style and format of this document shall conform to those accepted in the field closest to the dissertation’s field of study. This document will be called the “final draft” of the dissertation, from here on.

A doctoral student must register for 48-797 PhD Dissertation Defense in the semester in which their dissertation is defended.

The dissertation defense must be scheduled only one week prior, during, or two weeks after the Fall or Spring semesters as per the official University calendar. The dissertation defense cannot be scheduled to overlap with another.

The Chair of the Doctoral Committee will organize the event and inform the Graduate Program administration. The administration will disseminate the event announcement throughout the campus.

The Doctoral Committee and one neutral observer from another program must fully participate in person, or by “live interaction” ‡ via telephone conference call, videoconference, voice-over-Internet, and Web cam or other “synchronous” communication systems that may be available at the time.

The Doctoral Committee will make a decision on the acceptance of the dissertation, based on the written work and the oral defense and consideration of views of other faculty. This decision must be communicated in writing to the PhD Program Committee for approval. It is up to the discretion of the PhD Program Committee to ask in writing any student who fails the dissertation phase to withdraw from the program. No student may remain in the program after failing two dissertation attempts.

Students can only be certified for the award of the Ph.D. degree after their Doctoral Committee and the Dean of the College of Fine Arts have signed off on their dissertation (certifying passing both the oral and written parts) and an approved final draft of their dissertation (hard copy and a soft copy on CD) has been made available for public dissemination through the Carnegie Mellon University Library and the University Microfilms Incorporated.

‡ The option to ‘interact live’ applies only to external committee members, and to those internal committee members who are on leave of absence or on assignment off-campus.
5.3.4.3.3 Electronic Dissertation Submission

Electronic submission procedures as well as more information on the student's publishing options may be found on Hunt Library's website: https://www.library.cmu.edu/datapub/sc/dissertation/submitting.

On the website can be found the Ph.D. dissertation electronic submission checklist which is intended to be completed by the student: https://www.library.cmu.edu/sites/drupal-live.library.cmu.edu/files/Dissertation_Submission_Checklist_Electronic.pdf.

The student will have the option of choosing to publish through ProQuest and/or presenting their dissertation in Research Showcase. Again, more information on these options can be found through the library's website.

Once the checklist is completed by the student and has been returned to their graduate coordinator along with a PDF of their dissertation, a signature page should be created with typed signatures, not real signatures. This signature page should be attached to the beginning of the PDF. The file can then be uploaded to the Library's FTP site by the graduate coordinator.

Instructions for depositing the dissertation onto the FTP server may be found here: https://libwebspace.library.cmu.edu/libraries-and-collections/Services/Dissertation/How_to.Upload.Docs-to.Library.FTP.Server_Mac.pdf


Once the dissertation is uploaded to the FTP server, a notification email must be sent to Melanie Klaput melaniek@andrew.cmu.edu at Hunt Library.

After the dissertation has been uploaded, a paper copy of the student's checklist, their ProQuest forms (if applicable) and any payment for ProQuest options chosen by the student should be mailed to the Mailroom at Hunt Library.

5.3.5 All But Dissertation (ABD) Status

After the completion of Phase II of the Ph.D. Program in the School of Architecture, doctoral candidates shall be regarded as All But Dissertation (ABD). The School of Architecture verifies the achieving of ABD status, which the School certifies, in writing, to Enrollment Services.
5.3.5.1 Doctoral Candidacy Policies for ABD


The university’s policies cover: time limits on doctoral student status, a definition of ABD status, a definition of In Residence and In Absentia status for doctoral students and the tuition charged for students In Residence and for students In Absentia. These rules apply to all doctoral students. Students who began their doctoral studies prior to the date of this policy’s revision may follow time-to-degree requirements from the previous policy, but all other rules set forth in this policy will apply immediately to all doctoral students.

All references to department in the sequel will apply to the School of Architecture.
All references to college in the sequel will apply to the College of Fine Arts.

5.3.5.2 Time to Degree

Students will complete all requirements for the Ph.D. degree within a maximum of ten calendar 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.

5.3.5.3 ABD Status

All But Dissertation (ABD) status is intended for doctoral students whose only remaining requirements are the completion and defense of their thesis. Once the student meets the departmental criteria (1) ABD status must be approved by the department in writing to: universityregistrars-office@andrew.cmu.edu.
5.3.5.4 In Residence versus In Absentia

Once students achieve All But Dissertation status, they must choose whether to complete their dissertation *In Residence* or *In Absentia*. A doctoral student *In Residence* maintains student status and all consequent student privileges and continues to be actively engaged with the university. A doctoral student *In Absentia* status, ABS, is one who has left the university with the intent of completing their dissertation but not actively engaged with the university and does not require university resources as outlined below. When a student decides whether to pursue All But Dissertation *In Residence* or *In Absentia*, they must complete an ABD Status Agreement, which is available on The HUB web site (https://www.cmu.edu/hub/registrar/registration/abd.html). Once the academic department approves the agreement, the student may change their status from *In Residence* to *In Absentia* multiple times. A student *In Residence* or *In Absentia* must meet the specific criteria noted in Sections 5.3.5.5 through 5.3.5.6.1.

The university will not verify any student *In Absentia* as a "student" for immigration or loan purposes. All But Dissertation students in J1 or F1 immigration status must continue to follow the Department of Homeland Security (DHS) regulations. (2)

5.3.5.5 ABD Students In Residence

All But Dissertation students *In Residence* receiving any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), tied to activities that are integral to their doctoral program that is paid by or administered by the university must be enrolled for at least thirty-six units to maintain full time student status and all subsequent student privileges. The Provost may grant exceptions to the thirty-six (36) units enrollment requirement. (3)

All But Dissertation students *In Residence* who are not receiving any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), from the university tied to activities that are integral to their doctoral program should consult their college policy to determine the number of units for which they must be registered in order to maintain full-time student status and all subsequent privileges.

All But Dissertation students *In Residence* who are pursuing their doctoral degree on a part time basis and are not receiving any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), from the university tied to activities that are integral to their doctoral program should consult their college policy to determine the number of units they must be registered for in order to maintain part time student status and all subsequent privileges. Note that doctoral students must be a full time graduate student for at least one academic year or more if required by the student’s home college.
All But Dissertation students who are employed by the University in a capacity independent of their educational program and are pursuing a doctoral degree part time, may register for the number of units required by their department in order to remain in part time status so long as they are not receiving any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), tied to activities that are integral to their doctoral program by their college, school or department. Questions about eligibility for tuition benefits should be referred to the Benefits Department.

5.3.5.5.1 Final Semester Tuition ABD Students In Residence

Students who are supported by the university must be registered for thirty-six (36) units for the entire final semester and will be assessed their college’s full-time tuition.

If a student completes all Ph.D. degree requirements and is certified by:

- **September 30** (in the Fall Semester), or **February 28** (in the Spring Semester), tuition will be **adjusted to $0**; however, they will remain enrolled for thirty-six (36) units for the semester.
- **October 31** (in the Fall Semester), or **March 31** (in the Spring Semester), tuition will be **adjusted to 50%** of the full-time tuition; however, they will remain enrolled for thirty-six (36) units for the semester.
- **After October 31** (in the Fall Semester), or **after March 31** (in the Spring Semester), but **BEFORE the first day of the next semester**, tuition will **NOT** be adjusted and they will remain enrolled for thirty-six (36) units for the semester.

- Fees will **NOT** be adjusted.

Students registered for **less than thirty-six (36) units** are **NOT** eligible for a tuition adjustment, regardless of certification date.

5.3.5.6 ABD Students In Absentia

An All But Dissertation doctoral student may, upon departmental certification, be regarded as **In Absentia** when, and so long as, the following three conditions apply:

- The student has been enrolled as a full-time graduate student at Carnegie Mellon University for at least one academic year or more if required by the student's home college. Part-time graduate enrollment may, at the department's discretion, be counted pro-rata toward this requirement.
- The student does not receive any financial support (such as tuition, stipend, fees or health insurance) tied to activities that are integral to their doctoral program that is paid by or administered by the university.
• The student does not require substantial use of university resources. Departmental certification of this condition shall be subject to guidelines established by the school or college.

In accordance with university guidelines, students *In Absentia* may⁴:

- Use university libraries  
- Use the university stores  
- Use computing facilities only for department communications and for thesis text preparation  
- Enter university buildings for faculty/student consultations  
- Be eligible for student health insurance as determined on a case by case basis⁵  
- Use the Career and Professional Development Center  
- Become university employees

May NOT:

- Be employed with a graduate student stipend ⁶  
- Maintain legal F1 or J1 student status  
- Use University Health Services⁵  
- Buy parking permits ⁷  
- Use athletic facilities ⁷  
- Reside in university housing

5.3.5.6.1 Employment of ABD Students *In Absentia*

As noted above, All But Dissertation students *In Absentia* are extended only minimum access to university resources. The student does not receive any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), tied to activities that are integral to their doctoral program paid by or administered by the university. An All But Dissertation student *In Absentia* cannot be hired for work by Carnegie Mellon University directly related to completing their dissertation and/or make substantial use of resources for work toward the doctorate as noted above.⁴ In order to be in compliance with these policies, the university's employment policies and the Internal Revenue Service, an All But Dissertation student *In Absentia* may only be hired for university employment through the appropriate employment process. Questions should be referred to Human Resources.
5.3.5.6.2 Tuition and Fee Effects of *In Absentia* Student Status including the Final Semester

While an All But Dissertation student is *In Absentia*, no tuition will be assessed. The student will, however, be responsible for all applicable fees. An All But Dissertation student who is *In Absentia*, who returns to defend their dissertation must change from *In Absentia* to *In Residence* and shall be required to register and pay for at minimum five units of graduate study, based on their current school/college’s tuition before the degree is certified.

A student who receives support (such as tuition, stipend, fees or health insurance, whether full or partial) paid for or administered by the university, must follow the policy for Final Semester Tuition for All But Dissertation Students *In Residence* (see above) and is eligible for the tuition to be pro-rated as identified in the schedule.

A student who is not receiving any financial support (such as tuition, stipend, fees or health insurance, whether full or partial), paid for or administered by the university will be assessed for the 5 units and the tuition rate will not be adjusted based on certification date.

5.3.5.7 Doctoral Students Enrolled Prior to Fall 2011

Doctoral students enrolled prior to Fall 2011 are covered by the time to degree requirements as stated in the Doctoral Candidate Policies for All But Dissertation (ABD) Policy, which was in place from February 28, 1991 through May 31, 2011. The relevant policy section is: "Once students achieve ABD status, their doctoral degree candidacy shall continue for a maximum of seven full academic years, unless terminated earlier by conferral of the degree, by academic or administrative action, or by a lapse of candidacy due to more restrictive department or college policy. At the expiration of the seven-year period, candidacy status shall lapse. Once candidacy 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."

Notes: Section 5.3.5

(1) General examples of having met All But Dissertation requirements may include completing all courses and passing qualifying exams; completing all courses and acceptance of thesis proposal; etc. as defined by program, department or school.

(2) The intent of the DHS regulations is that the student continues to pursue completion of the degree on a full-time basis under the jurisdiction of the university that will award the degree. International students who enter All But Dissertation status must remain In Residence and be registered full-time as defined in this policy to preserve F1 or J1 immigration status while they complete their degree. Questions about All But Dissertation status and immigration requirements should be addressed to the Office of International Education.
(3) If granted exception results in the student’s enrollment being reduced to less than half time, tax consequences may apply.

(4) An All But Dissertation student In Absentia may be hired as an university employee without switching to active student status so long as the hiring department certifies that the student is not hired at Carnegie Mellon for work directly related to their dissertation and that the student does not inappropriately make substantial use of resources for work towards the doctorate as noted above. As an employee, an individual would be eligible for benefits that apply to their status as an employee, not as a graduate student.

(5) University Health Services is not available to students in In Absentia status, except in an emergency, or on a case-by-case basis. All inquiries may be directed to the Manager of Business Operations, University Health Services.

(6) Graduate students are not considered employees of the university as their primary affiliation with the university is as a student.

(7) An individual whose primary relationship with the university is as an employee and who as Ph.D. student moves to the status of ABD In Absentia will be eligible for benefits that apply to their status as an employee.
Unless otherwise stated, and where specific and detailed declarations are provided by the School of Architecture, the Graduate Programs in the School adopts the standards, policies and practices stated in the prevailing Carnegie Mellon University Graduate Student Handbook (“The WORD”) pertaining to academic advising, academic resources, curricular and enrollment issues, and academic rights and responsibilities. The WORD can be found online at: https://www.cmu.edu/student-affairs/theword/.

6.1 PROGRAM ADMINISTRATION

The Ph.D. programs are administered by the Graduate Program and PhD Program Committees. Their general roles and responsibilities are described in Section 4, and specifically, in relevant sub-sections under Section 5.

6.2 ACADEMIC ADVISING

Ph.D. students are guided in their academic study in the School by their Advisory Committees (see Section 5.3.2). A student may also seek advice from the Director of the Graduate Program, the Head of School and the other graduate program faculty as well as the Graduate Program Administrative Coordinator.

6.3 ACADEMIC RESOURCES

The University offers a range of academic resources, which are listed in the University Graduate Student Handbook (The WORD). These include Academic and Professional Development Seminars and Workshops, Teaching Support, intercultural communication, computing services and libraries.

6.4 CURRICULA AND ENROLLMENT INFORMATION

The University Graduate Student Handbook (The WORD) provides information pertaining to:

1. Standards for Academic and Creative Life
2. Privacy Rights for Students
6.4.1 Enrollment Verification

Enrollment Services is the only University office that can provide an official letter of enrollment, official transcript and enrollment verification. Enrollment verification can be requested online through The HUB at: 

Specific Declarations in the School of Architecture

6.4.1.1 Privacy Rights of Students


6.4.1.1.1 Student Reports & Records

An academic record file is created and maintained by the Graduate Program Administration when a student first enrolls in the Ph.D. Program. The following documents will be maintained in the file:

- Application and all supporting documentation, and admission review forms completed by relevant members of the Graduate Program Committee
- Game Plan submitted by the student, approved by the Advisory Committee
- Qualifying Examination Documentation – examination questions, responses by student, and outcome reported by the Qualifying Examination Panel
- Thesis Proposal Documentation – proposal document, result outcome of the thesis proposal reported by the Doctoral Committee
- Dissertation Documentation – copy of the final dissertation, result outcome of the dissertation defense reported by the Doctoral Committee
- Any academic action reporting by the Graduate Committee and the Doctoral Committee – letters of commendation, warning, probation
- Any formal report of academic progress and performance by the Advisory Committee and Doctoral Committee
- Documentation pertaining to the enrolment status of the student – provided by the School’s graduate program administration
• Documentation on financial support where applicable (e.g., award of scholarships, fellowships, etc.)
• Other relevant documentation (e.g., support letters, etc.)

Access and review of a student’s records by students and university personnel are governed by the Public Law 93-380 “The General Education Provisions Act” and other relevant policies of Carnegie Mellon University, as stated in the University Graduate Student Handbook (The WORD).

6.4.1.2 Academic Actions and Standards

6.4.1.2.1 Academic Integrity and Disciplinary Action

All Ph.D. students are strongly recommended to read the University Graduate Student Handbook (The WORD) with regard to Cheating and Plagiarism and Academic Disciplinary Actions Overview for Graduate Students as well as the University policy web page at http://www.cmu.edu/policies/documents/Academic%20Integrity.htm.

The School of Architecture adopts all definitions and practices as stipulated, including:

- Statute of Limitation
- Confidentiality
- Procedures
- Initial Review
- Decision and Action(s)
- Reporting of Initial Action(s)
- Second-level Review & Action(s)

Access and review of a student’s records by students and university personnel are governed by the Public Law 93-380 “The General Education Provisions Act” and other relevant policies of Carnegie Mellon University, as stated in the University Graduate Student Handbook (The WORD).

6.4.1.2.2 Grading Policy


Unless otherwise specifically declared, the School of Architecture adopts the University policy, which offers details concerning university grading principles for
students taking courses,

This policy covers the specifics of Assigning and Changing Grades (including Final and Mid-Semester grades, Incompletes and Conditional Failures), Grading Options (Audit and Pass/Fail), Drop/Withdrawals, Course Repeats, and defines the undergraduate and graduate Grading Standards.

A Table containing details on the Graduate student Grading Standard, according to University Policy (as of Fall 1995) can be found in Appendix A.

Questions about grading for a specific course should be addressed to the instructor of the course in question. Graduate students with questions about Pass/Fail and Drop/Withdrawal should contact their Program Track Chair, or Graduate Program Director.

6.4.1.2.3 Process for Appealing Final Grades

https://www.cmu.edu/graduate/policies/appeal-grievance-procedures.html

Final grades will be changed only in exceptional circumstances and only with the approval of the instructor and the department, unit or program. Grading is a matter of sound discretion of the instructor and final grades are rarely changed without the consent of the instructor who assigned the grade. The following circumstances are the unusual exceptions that may warrant a grade appeal: (a) the final grade assigned for a course is based on manifest error (e.g. a clear error such as arithmetic error in computing a grade or failure to grade one of the answers on an exam), or (b) the faculty or staff member who assigned the grade did so in violation of a University policy.

6.4.1.2.4 Policy on Grades for Transfer Courses


Carnegie Mellon University offers students the opportunity to take courses for credit through a cross-registration program (see Pittsburgh Council on Higher Education (PCHE) and Cross-registration below) and through the receipt of transfer credit from other accredited institutions. The Carnegie Mellon University transcript will include information on such courses as follows: Carnegie Mellon courses and courses taken through the university's cross-registration program will have grades recorded on the transcript and be factored into the QPA. All other courses will be recorded on this transcript indicating where the course was taken, but without grade. Such courses will not be taken into account for academic actions, honors or QPA calculations.
(Note: Suspended students may take courses elsewhere; however, they may receive transfer credit only if their college's and department's policies allow this.)

6.4.1.2.5 Progress Review

The Graduate Program Committee holds a Grades Meeting at the end of each semester, after the semester grades have been issued. The purpose of this meeting is to review and monitor the academic progress of all graduate students. In this meeting, the Chair will present a written progress report to the Graduate Program Committee along with oral reports by the Principal Advisor of each doctoral student. Any academic actions or recommendations developed are transmitted, in writing, to students and to the Head of the School by the Graduate Program Committee, after the Graduate Program Grades Meeting.

In addition to the Grading Practices and Academic Actions stipulated by the University and College of Fine Arts, the Graduate Program in the School of Architecture has implemented the following School-level actions:

**COMMENDATION** – For achieving a quality point average of 4.0 in any semester while carrying a full academic load of a minimum of 36 units AND comprising a minimum of four courses.

**WARNING** – For achieving a grade below a minimum of B- in a course related to the program concentration OR a minimum grade of C in any course taken in any semester while still maintaining a minimum overall quality point average of 3.0.

**PROBATION** – For repeated “WARNING” performance defined above in a consecutive semester after WARNING has been previously issued, AND when the Graduate Program Committee determines that there is still a possibility for the student to improve their performance to meet requirements for graduation as stipulated in the respective program descriptions online.

**DROP FROM PROGRAM** – For repeated WARNING performance defined above in a consecutive semester after WARNING or PROBATION has been previously issued, AND when the Graduate Program Committee determines it is unlikely that the student will be able to meet the requirements for graduation.

6.5 ACADEMIC RIGHTS AND RESPONSIBILITIES

Standard information pertaining to academic rights and responsibilities listed in the University Graduate Student Handbook ([The WORD](#)) cover the following:

1. Degree attainment: achievement, timeline & format of requirements
2. Financial Support
3. Dissertation & Theses
4. Graduate Student Concerns & Grievances
5. All But Dissertation Policy
6. Intellectual Property Policy
7. Research
8. Policy for Handling Alleged Misconduct in Research

6.5.1 Specific Declarations in the School of Architecture

6.5.1.1 Degree Attainment and Support Services

See Sections 3 and 4.

6.5.1.2 Student Rights – Concerns and Grievances

The School of Architecture adopts the University’s practices regarding student rights. Students who believe that they have been treated inappropriately are encouraged to raise their concern(s) with their Program Track Chair, Director of Graduate Programs, Head of School or other designated people in their department, college or central administration. For further information about procedures that graduate students can pursue when addressing concerns and grievances, go to https://www.cmu.edu/graduate/policies/appeal-grievance-procedures.html.

6.5.1.3 “Grandfather” Policy

The School maintains a “grandfather” policy that assures that students can graduate under the policies in effect at the time of matriculation.

6.5.1.3.1 New Policies

When policies are changed it is because the school believes the new rules offer an improvement; graduate students will be informed of any changes. However, students currently enrolled whose degree program is affected by a change in policy may choose to be governed by the older policy that was in place at the time of their matriculation so long as the change is curricular and not procedural. In case degree requirements are changed and certain courses are no longer offered, the school will try to find some compromise that allows those students to satisfy the original requirements.
6.5.1.4 Intellectual Property Policy, Restricted Research and Policy for Handling Alleged Misconduct in Research

The School adopts the University’s policies pertaining to:

- Intellectual Property:  
  https://www.cmu.edu/policies/administrative-and-governance/intellectual-property.html

- Restricted Research:  
  https://www.cmu.edu/policies/research/restricted-research.html

- Handling of Alleged Misconduct in Research:  
  https://www.cmu.edu/policies/research/handling-alleged-misconduct-in-research.html

6.5.1.5 Financial Obligations and Support

The tuition charges for each academic year, as published by the University, apply only to the Fall and Spring semesters. Summer tuition, whenever applicable, are additionally charged and are normally based on number of academic units taken. The University also publishes estimated cost of living for a graduate student each year at:  
https://www.cmu.edu/sfs/tuition/graduate/index.html.

The School of Architecture does consider application for financial support. However, the award of graduate student support is dependent on several factors:

1. Acceptance into one of the Ph.D. programs in the School
2. Needs of the School for Teaching Assistants in undergraduate courses
3. Funds available to the School for various research projects and/or programs from within the University or from external sources
4. Other budgetary resources of the School which may be allocated for graduate student support (only for Fall and Spring semesters)

Subject to the above factors, financial support is normally provided on a semester-to-semester basis, covering the Fall and Spring semesters, but every effort will be made to provide continuity of support. Summer support, if available, must be separately negotiated. Continuation of financial support is reviewed each semester by the faculty member providing the support and the PhD Program Committee, and is dependent on availability of funding, the academic standing of the student as well as the work performance in the research project(s) and/or teaching assistance.
6.5.1.5.1 Research Assistantship (RA) and Teaching Assistantship (TA)

A Ph.D. student who is fully funded (tuition and stipend) by the School during the Fall or Spring semesters is expected to contribute 20 hours of work per week. The work may involve serving as Research Assistant for project(s), or Teaching Assistant, or both. The nature of work and responsibilities will vary depending on the project(s) and courses.

The School has no obligation to provide RA-ships or TA-ships for self-supported Ph.D. students. Should these students be appointed as RA or TA, monetary compensation will be provided based on the hourly rate established by the University, and up to 20 hours per week, unless otherwise agreed with the faculty providing the support and approved by the PhD Program Committee.

Every effort will be made by the faculty to support and mentor those Ph.D. students who have an interest in an academic career and to give them increasing teaching responsibilities as the ability of the student develops. For Ph.D. students willing to and capable of being course instructors, teaching a course is equivalent to serving as a TA for two courses. In this case, the student will be supervised by a faculty advisor or mentor.

As a default, summer stipend support, if available, remains the same as the regular semester and hours expected remain the same (i.e., 20 hours per week). The principle is that students will continue to work on their own Ph.D. research work during summer. Any variation to this may be negotiated between the student and the Principal Advisor.

Only students engaged in full 3 months of RA work in summer can be given 2 weeks off (paid). Otherwise, the student will only be paid for their actual working time.

International students are reminded that they must comply with United States Citizenship and Immigration Services (USCIS) policies pertaining to their visa status. The Office of International Education is a resource for international students on this issue.

The Eberly Center for Teaching Excellence is a resource for TA and instructor training and included in the section Additional University Resources, Appendix E.

Graduate students are required to have a certain level of fluency in English before they can instruct in Pennsylvania, as required by the English Fluency in Higher Education Act of 1990. Through this Act, all institutions of higher education in the state are required to evaluate and certify the English fluency of all instructional personnel, including teaching assistants and interns. The full university policy can be reviewed at: https://www.cmu.edu/policies/faculty/evaluation-certification-english-
The fluency of all instructional personnel will be rated by the ICC to determine at what level of responsibility the student can TA.

In addition to administering the International Teaching Assistant (ITA) Test (a mandatory screening test for any non-native speaker of English), the Intercultural Communication Center (ICC) helps teaching assistants who are non-native English speakers develop fluency and cultural understanding to teach successfully at Carnegie Mellon. Visit the ICC website for additional information: www.cmu.edu/icc.

6.5.1.6 Graduate Student Conference Fund

The School of Architecture encourages students to advance their own academic, professional and career development through the publication and presentation of papers and/or attendance at conferences, seminars, symposia and workshops. A limited funding budget is available each year through the School of Architecture and is intended to offset the costs associated with the presentation of papers, posters, research products or creative work. Applications are considered on a first-come-first-serve basis, subject to available fund balance. Details and application forms will be available online at: https://soa.cmu.edu/conference-travel-fund.

6.5.1.7 Student Leave and Return Policies

The School of Architecture adopts the University’s student leave and return policies. For more Student Leave and Return information, refer to: https://www.cmu.edu/policies/student-and-student-life/student-leave.html and https://www.cmu.edu/policies/student-and-student-life/return-student.html respectively.

6.5.1.8 Student Suspension and Required Withdraw

The School of Architecture adopts the University’s policy on student suspension and required withdrawal. For more information, refer to: https://www.cmu.edu/policies/student-and-student-life/suspension-required-withdrawal-policy.html.

6.5.1.9 Outside Employment and Internship

In general, outside employment is discouraged during the period of full-time graduate studies except where specified by any given program. When the employment is for an outside organization the student’s Program Track Chair and the Head of the School must be notified in writing. It is the student’s responsibility to ensure that such outside
employment is allowed by the appropriate regulations (e.g., immigration rules, scholarship funding agency rules etc.).

In the case of an internship, it must meet a declared curricular or research objective. In such cases, the internship is equivalent to either 3 units of required elective credit, or up to a maximum of 36 units of independent study to fulfill a curricular requirement. Internships require approval of the student’s advisor, or Program Track Chair. Internships may be taken at any time during the calendar year.

International students are required to consult with the Office of International Education for eligibility before seeking outside employment, an internship/co-op or signing an offer contract.

6.5.1.10 Visiting Students, Scholars and Fellows

Visiting students, scholars and fellows supported by outside funding sources who wish to undertake post-graduate or non-matriculating academic work at the School of Architecture may do so at the discretion of the Head of the School, and may be required to provide an amount equal to the current graduate student tuition to the School on a semester by semester basis.

6.5.1.11 University Information on Finance and Financial Aid

The “Graduate Student Financial Aid Guide” provides detailed and useful information regarding the following:

1. Financial Aid Application Process
2. Loan Eligibility
3. Fellowships and Scholarships Office (FSO)
4. Tuition Payment Plans (TMS)
5. Student Employment
6. Summer Stipend Payment Options
7. Tax Status of Graduate Student Awards
8. Tuition Remission
9. And more....

Detailed information can be found online at: https://www.cmu.edu/graduate/financial-assistance/index.html and https://www.cmu.edu/sfs/financial-aid/index.html.
6.6 STATUTORY RIGHTS AND COMPLIANCE WITH REGULATIONS

6.6.1 Assistance for Individuals with Disabilities

http://www.cmu.edu/education-office/disability-resources/

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 can begin the process through Disability Resources secure online portal or email access@andrew.cmu.edu to begin the interactive accommodation process.

Students with disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations. Any questions about the process can be directed to Catherine Getchell, 412-268-6121, getchell@cmu.edu.

6.6.2 Safeguarding Educational Equity Policy against Sexual Harassment and Sexual Assault

The University prohibits sex-based discrimination, sexual harassment, sexual assault, dating/ domestic violence and stalking. The University also prohibits retaliation against individuals who bring forward such concerns or allegations in good faith. The policy can be viewed in its entirety at: http://www.cmu.edu/policies/documents/SA_SH.htm

If you have been impacted by any of these issues, you are encouraged to make contact with any of the following resources:

- Office of Title IX Initiatives, http://www.cmu.edu/title-ix/, 412-268-7125, tix@cmu.edu
- University Police, 412-268-2323
- University Health Services, 412-268-2157
- Counseling & Psychological Services, 412-268-2922

Additional resources and information can be found at: https://www.cmu.edu/title-ix/resources-and-information/resources.html.
6.6.3 Maternity Accommodation Protocol

https://www.cmu.edu/graduate/programs-services/maternity-accommodation-protocol.html

Students whose anticipated delivery date is during the course of the semester may consider taking time away from their coursework and/or research responsibilities. All female students who give birth to a child while engaged in coursework or research are eligible to take either a short-term absence or formal leave of absence. Students in coursework should consider either working with their course instructor to receive incomplete grades, or elect to drop to part-time status or to take a semester leave of absence. Students engaged in research must work with their faculty to develop plans for the research for the time they are away.

Students are encouraged to consult with relevant university faculty and staff as soon as possible as they begin making plans regarding time away. Students must contact the Office of the Dean of Student Affairs to register for Maternity Accommodations. Students will complete an information form and meet with a member of the Dean’s Office staff to determine resources and procedures appropriate for the individual student. Planning for the student’s discussion with her academic contact(s) (advisor, associate dean, etc.) will be reviewed during this meeting. Doctoral students who receive an academic stipend funded by Carnegie Mellon are eligible to continue to receive stipend funding for up to six (6) weeks during a Short-Term Maternity Accommodation or a Formal Leave of Absence. Continued academic stipend funding may be extended by two (2) weeks, for a total of eight (8) weeks, if an absence longer than six weeks is medically necessary. To receive this support students must be registered with the Office of the Dean of Student Affairs for a Maternity Accommodation.

The designated college contact for School of Architecture graduate students is Patti Pavlus, Assistant Dean for Business Affairs, College of Fine Arts.
The Graduate student Grading Standard, according to University Policy (as of Fall 1995) is as follows:

<table>
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<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Notes</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>Minimum for good standing</td>
</tr>
<tr>
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<tr>
<td>C+</td>
<td>2.33</td>
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</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum to be counted towards degree requirement</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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</tr>
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<tr>
<td>AD</td>
<td>Non-factorable</td>
<td>Credit granted for work completed at another institution or by examination credit</td>
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</table>
B.1 SAMPLE ADVISORY COMMITTEE

Advisory Committee

Chair:

Professor’s Name  
School of Architecture, Carnegie Mellon University

Members:

Professor’s Name  
Department Name, University Name

Professor’s Name  
Department Name, University Name

...
### B.2 SAMPLE LIST OF COURSES TAKEN/IN PROGRESS

**Completed Courses & Credits**  
(*excluding independent studies*)

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<td>Building Control &amp; Diagnostics</td>
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<td>4.0</td>
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**Courses in Progress**  
(*excluding independent studies*)

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<th>Grade</th>
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**Independent Studies**

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### B.3 SAMPLE MILESTONES AND PUBLICATIONS

#### Milestones

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<td>Thesis Defense</td>
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#### Publications

(List all publications here)

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- 
- 
- 

B.4 SAMPLE THESIS STUDY AREA

Thesis Study Area

Introduction

Contemporary advances in computational technology and techniques have produced means of accurately predicting the performance of lighting that are affordable in terms of time and cost, factors that have hitherto been identified as limiting the application of computational simulations in architectural design. In terms of the design of computational tools used in the building industry, research has shown that most contemporary tools do not provide adequate support for design processes.

By applying state-of-the-art computational techniques, together with assessments of the design process and corresponding informational demands, it is postulated that lighting simulation tools can be designed to assist architects in design. Though specific to the lighting domain, the proposed simulation tool demonstrates the principles of design support tools by providing accurate visualizations within time and resource constraints of architectural practice, adopts relevant metrics of performance to provide operative information succinct to informational demands of design decisions, complements the adaptive-iterative nature of investigative design, and aid design synthesis by allowing greater coupling and flexibility between various design activities.

Nature of Design

The areas of study include identifying the conditions and constraints of design in the context of architectural practice. Research has identified the design process to be adaptive-iterative, where problems are often ill-defined and designers adopt decomposing strategies together with explicit problem paradigms to manage complexity. This hypothesis of reducing cognitive cost to handle a multitude of possibilities in complex problems allow insight into the seemingly disparate design strategies of iterative partial problem-solution conjectures as well as insistence on maintaining singular solution concepts as long as possible, in spite of contradictions encountered. With regards to design synthesis, it has also been shown that there is significant correlation between novel design decisions and the transition between drawing, examining and thinking.
This understanding and further examination of design processes can suggest a new way of designing simulation tools. Rather than focusing the user on details that enables a simulation to be conducted, the tool should alleviate such demands and allow quick successions between drawing and examining. This can be achieved by identifying the relevant metrics of performance and delivering operative information quickly.

Features that address the management and comparisons between design alternatives can complement the comparative nature of iterative search in design. The fundamental strategy is thus one that reduces the overheads in enabling examinations in the tripartite description of design activities referenced earlier.

**Constraints of Practice**

The second area of study attempts to allow the development of a useful tool by examining the conditions and constraints in architectural practices. There are general categories of design tasks throughout an architectural project, each with corresponding information requirements and resource constraints. This suggests the need for an adaptive tool or methods to manage the balance between accuracy and resource. Highly accurate models and algorithms may require excessive amounts of parameter definitions, computing resource and time. By identifying the range of practice conditions, we can establish levels of detail and accuracy at which the tool should operate at. Appropriate techniques such as automated statistical approximations, model and algorithmic simplifications or recycling solutions as estimates can be applied to address the varying objectives and resource constraints.

Other practical concerns affecting the deployment of simulation tools in architectural practice include how easy it is to learn and use the tool, how well the tool works with other popular software and protocols as well as the level of confidence users have of the simulation results with respect to using them in a professional context. Such concerns point to a need to address issues of usability, interoperability and validations.

**Performance-Based Architecture**

It is generally accepted that contemporary architecture design has become increasing complex due to both a growing sophistication in consumer demand as
well as advancements in scientific knowledge. The performance-based mandate proposes consideration of design from holistic standpoints, beyond traditional disciplinary or domain partitions, by focusing on the overall performance of the design. Following this agenda, simulation tools should complement the focus on achieving comfortable and enjoyable environments, rather than the established and often prescriptive list of domain parameters, often encapsulated in prescriptive building regulations. While a comprehensive demonstration of such performance-based approach necessarily include at least a multi-domain tool, a similar shift in approach can still be illustrated within a single domain.

The concept of a bi-directional feature could allow users to focus on the objective rather than specific parameters. This feature directs user effort in defining performance criteria and computation to augment the identification of possibly complex means in meeting the criteria. By doing so, the tool supports design as a search more than design as an optimization of parameters.

**Design Support Environment Framework**

This section presents a rough outline of a lighting simulation environment for architecture design support. While in no way comprehensive of all the considerations pertinent to a design support tool, this outline illustrates the main issues to be discussed in the thesis.

There has been much debate over how software tools should be deployed, the main distinction between local versus network deployments. While this decision can be separate from the development of the core functionalities of software and allocated to a later stage, the considerations for effective use of limited computational resources, ease of management and features supporting distributed and collaborative use should be issues pertinent to the design of the tool.

Given that computational simulations are but part of a much larger design process, it is important to integrate it with other involved processes, thus the concept of a design support environment. This implies the use of common or similar semantics and protocols, allowing easy and efficient transitions between the many activities. Absent in contemporary situations, efforts such as middleware, interoperable data formats or consistent software user interfaces exist as stop-gap measures. While ideally the proposed simulation features should be designed as a package that can interface any modeling platform via industry standard data protocols, practical constraints may limit the feasibility of doing
so. Nevertheless, the tool should capitalize on industry standards to reduce overheads, ease integration and provide a consistent working environment. This includes user interfaces, models of simulation processes and popular data format support.

Following the identification of suitable performance metrics such as illuminance distribution, type of illuminance (diffused vs. direct), luminance ratios (contrast), glare indices and extent of exterior views, the tool should adopt technical approaches based upon comprehensive fundamental principles that would give relevance to the results throughout the project. Excessive abstraction and rule-of-thumb methods should be avoided. The photon mapping method (Jenson 2001) holds particular promise.

To better complement the needs and constraints of practice, the tool should allow use at different levels of granularity, or level of detail (LOD). This might be achieved by offering different sets of user interfaces that automate and reveal parameters selectively, in response to particular needs at each design phase, without compromising the fundamental principles approach mentioned earlier. Since the general photon mapping is time and resource intensive, different techniques would have to be applied to achieve the desired performance of the tool. We can broadly categorize conditions that the tool would have to satisfy as: (1) quick investigations with similar global parameters, (2) detailed comparisons among limited alternatives, (3) accurate analysis of a particular design. Generally, there will be more time allocated to the respective categories but modified by the type of design decision, if it is a high or low level design task. Higher level tasks such as planning usually enjoy more resources when compared to lower level tasks such as the determining the size of openings.

Given the categorizations, we might be able to apply specific techniques to moderate the resources required to implement the otherwise resource and specification intensive fundamental principles approach. For example, in high level tasks involving multiple quick investigations such as comparing massing strategies appropriate for the architectural program, a significant portion of the required parameters can be specified automatically by statistical means, thus reducing user effort. Since contextual lighting conditions would be similar between the alternatives, part of the lighting solutions can be reused, thus reducing the computational task and increasing the speed at which solutions are presented. By maintaining the same technical approach throughout various LOD, the results would remain relevant and also ease computation. For example, when a particular scheme is selected for detailed analysis, it might be
possible that only certain components (such as the indirect lighting) have to be updated, or simply refined (additional iterations to refine the specular effects).

One of the challenges in designing the bi-directional feature is addressing the problem of ambiguity. Given a particular condition and a desired state, there may be a multitude of ways to achieve that state. For example, to increase the daylight availability in a partially designed space, any or a combination of alterations to the many variables including window location, size, shape and material of sunshade and interior reflectance may satisfy the objective. While techniques such as using preference-based weightings and explicit metrics such as construction cost or energy consumption may be useful, these approaches often contradict the explorative nature of design in searching for novel solutions. This consideration presents a dilemma; while techniques such as using empirical surveys to anticipate search behavior or the mentioned weighted metrics are effective at structuring, managing and speeding up complex search, they may undermine the value of the search itself in terms of design exploration. Care has to be taken in providing abstractions and subsequent metrics at appropriate levels so as to address both concerns.

Effectiveness in augmenting design is difficult to ascertain or quantify. Empirical testing and user surveys may be used to validate the hypothesis that a lighting simulation tool can be used to help develop designs.
B.5 SAMPLE STORYBOARD

Storyboard

Use Case 1 – A low-level design decision on aperture sizing

Designer specifies the location, and begins modeling the space, adding a window and light-shelf to a wall. He selects illumination distribution visualization and a false-color mapping of interior workplane illumination is superimposed on the model. The tool is able to simulate inter-reflections of the light-shelf accurately. The designer notices a glare problem. He manipulates the parameters of the window and the light-shelf while the tool presents the corresponding effects in real-time. The designer decides to make the highlight into a caustic feature on another wall rather than avoiding it. He specifies the new position of the caustic and preferences on which parameters to be affected. The tool presents alternatives that would achieve the desired effect.

Use Case 2 – A high-level design decision on form

Designer specifies the location and begins modeling the building form. Lighting effects including shading, inter-reflections specular reflections are presented in real-time. Designer is unsatisfied with the shading on a façade and unable to modify the façade to achieve his intentions. He selects lighting contribution visualization. A vector field representing the lighting contribution on that façade is superimposed on the model. He modifies several parts of the building to achieve what he wants.

Use Case 3 – Design Synthesis

Designer wishes to design external sunshades. He studies the interior illumination, specifies acceptable ranges and confirms his choices after viewing high quality renderings of the space at such ranges. He specifies a volume outside the window as the physical bounds of the sunshade. The tool presents recommendations on transparency and reflectivity in a 3-D grid within the volume, which is updated as the designer begins to shape the sunshade. The designer eventually draws a sunshade that is too small causing the specified interior illumination to be exceeded, and the tool suggests changes to the window dimensions. The designer rejects the suggestion. The tool suggests a darker ceiling or carpet.
QUALIFYING EXAMINATION SIGN-OFF SHEET

School of Architecture
College of Fine Arts

PhD Qualifying Examination

Carnegie Mellon University

STUDENT: ________________________________________________________________

EXAM DATE: WRITTEN _____________________ ORAL _____________________

OUTCOME: PASS _________ FAIL __________

POST-CONDITIONS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

EXAMINATION PANEL:

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D  PHD THESIS PROPOSAL SIGN-OFF SHEET

School of Architecture
College of Fine Arts

PhD Thesis Proposal

Carnegie Mellon University

STUDENT: _______________________________________________________________

TITLE: __________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

PROPOSAL DATE: ___________________________________________________________

OUTCOME:   PASS ______________________  FAIL ______________________

DOCTORAL COMMITTEE:

________________________________________________   ______________________
NAME  CHAIR   DATE

________________________________________________   ______________________
NAME [, AFFILIATION]   DATE

________________________________________________   ______________________
NAME [, AFFILIATION]   DATE

________________________________________________   ______________________
NAME [, AFFILIATION]   DATE

________________________________________________   ______________________
NAME [, AFFILIATION]   DATE
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 collaborates 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 is 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. 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
E.2 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 available through 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.
E.3 CENTER FOR STUDENT DIVERSITY & INCLUSION

https://www.cmu.edu/student-diversity/

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

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

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

E.4 ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES

http://www.cmu.edu/education-office/disability-resources/

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 can begin the process through Disability Resources secure online portal or email access@andrew.cmu.edu to begin the interactive accommodation process.

Students with disabilities are encouraged to self-identify with the Office of Disability Resources by contacting Catherine Getchell, 412-268-6121, getchell@cmu.edu to access the services available at the university and initiate a request for accommodations.
E.5 EBERLY CENTER FOR TEACHING EXCELLENCE & EDUCATIONAL INNOVATION

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 is found at www.cmu.edu/teaching/graduatesupport/index.html.

E.6 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 www.reportit.net (user name: tartans; password: plaid). All submissions are reported to appropriate university personnel.

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

E.7 GRADUATE STUDENT ASSEMBLY

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/index.html](http://www.cmu.edu/stugov/gsa/resources/index.html).

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.

E.8 INTERCULTURAL COMMUNICATION CENTER (ICC)

[www.cmu.edu/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 non-native 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 non-native speaking student has a language proficiency required before being allowed to work with undergraduates in classes, labs or individual meetings.

E.9 OFFICE OF INTERNATIONAL EDUCATION (OIE)

[http://www.cmu.edu/oie/](http://www.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; 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.
E.10 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 ROTC and Veteran Affairs Coordinator can be reached at uro-vaedbenefits@andrew.cmu.edu or 412-268-8747.

E.11 COMPUTING AND INFORMATION RESOURCES

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: www.cmu.edu/computing/guideline/index.html.

E.12 RESEARCH AT CMU

www.cmu.edu/research/index.html

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.
E.13 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.

E.14 COUNSELING & PSYCHOLOGICAL SERVICES

https://www.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.

E.15 HEALTH SERVICES

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.

E.16 CAMPUS WELLNESS

https://www.cmu.edu/wellness/

At the university, we believe our individual and collective well-being is rooted in healthy connections to each other and to campus resources. The university provides a wide variety of wellness, mindfulness and connectedness initiatives and resources designed to help students thrive inside and outside the classroom. The BeWell@CMU e-newsletter seeks to be a comprehensive resource for CMU regarding all wellness-inspired events, announcements and professional and personal development opportunities. To sign up for the e-newsletter, text BEWELLATCMU to 22828 and share your preferred email address.

E.17 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 report.

E.18 SHUTTLE AND ESCORT SERVICES

University Police coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. University Police Shuttle & Escort website has full information about these services, stops, routes, tracking and schedules.

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 https://www.cmu.edu/police/Fire%20and%20Safety%20Reports.html

E.19 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/