School of Architecture

Doctor of Philosophy
Student Handbook
2020-2021

CONTACT:

MS/PhD Committee Co-chair
Joshua D. Lee, PhD
jdlee2@andrew.cmu.edu

MS/PhD Committee Co-chair
Erica Cochran-Hameen, PhD
ericac@andrew.cmu.edu

Director of Recruitment and Enrollment
Alexis McCune Secosky
amccune@andrew.cmu.edu

Graduate Program Coordinator
Darlene Covington-Davis
derle@andrew.cmu.edu
Welcome to CMU and the SoA

On behalf of the faculty and staff, I welcome you to the School of Architecture. The last several months have been a frank and constant reminder of our shared global fragility with the COVID-19 pandemic, tumultuous economies, wide-spread political turmoil, and a widening awareness of our stark societal inequalities.

As we transition back to campus, I want to remind you once again that every member of the Carnegie Mellon community has a shared responsibility to uphold a culture of safety that balances health considerations with our desire to fulfill the university’s core mission. Be sure to check CMU’s COVID-19 webpage https://www.cmu.edu/coronavirus/ for the latest information and thoroughly review A Tartan’s Responsibility, which outlines the expectations for all CMU students. I also encourage you to find creative ways of distanced socializing, check in with others often, take care of yourself, and seek out professional help if you need it. The university has many physical and emotional supports including the University Health Services https://www.cmu.edu/health-services/uhs-services-during-covid-19.html and Counseling and Psychological Services (CaPS) https://www.cmu.edu/counseling/virtual-offerings/index.html.

I also want to underscore our sincere commitment to diversity and inclusion. You can find a wealth of resources at https://www.cmu.edu/diversity/. This past summer SoA faculty, staff, and students worked diligently to address a variety of issues in our school and are creating a detailed plan for moving forward together.

Rest assured that the faculty and staff of the SoA are committed to providing you with an excellent foundation for tackling these and many other complex ecological, social, economic and technical challenges you are sure to face upon graduation. We know you will make the world a better place!

We are pleased to help you in any way possible. This handbook is intended to supplement University information found in the Carnegie Mellon Student Handbook, The Word at https://www.cmu.edu/student-affairs/theword/. Please review both handbooks as soon as you have the opportunity to become familiar with departmental and university policies. There are also other resources and offices that graduate students are encouraged to consult during their tenure at Carnegie Mellon University, including the Office of the Assistant Vice Provost for Graduate Education and the Office of the Dean of Student Affairs. Please refer to Appendix A of this handbook.

Naturally, if you have any questions, the SoA administration, faculty and staff are here to answer them. Welcome to CMU and best wishes with your studies here.

Omar Khan, Head of the School of Architecture
This handbook includes information about the graduate school’s policies, expectations, and guidelines, the specific requirements of your program. It also points you to other faculty, staff, and online resources for questions not addressed fully here. You will also find useful examples in the appendices. 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 31, 2020
Table of Contents

1 UNIVERSITY POLICIES & EXPECTATIONS 
   1.1 UNIVERSITY-WIDE POLICIES AND GUIDELINES 1
   1.2 STATEMENT OF ASSURANCE 1
   1.3 THE CARNEGIE MELLON CODE 2

2 SoA MISSION AND PHILOSOPHY 
   2.1 SCHOOL OF ARCHITECTURE MISSION 3
   2.2 SCHOOL OF ARCHITECTURE PHILOSOPHY 3

3 PHD PROGRAMS 
   3.1 DOCTOR OF PHILOSOPHY DEGREE PROGRAM OFFERINGS 5
   3.2 CURRICULUM REQUIREMENTS 5
      3.2.1 Ph.D. in Architecture-Engineering-Construction Management Curriculum Chart 6
      3.2.2 Ph.D. in Building Performance & Diagnostics Curriculum Chart 7
      3.2.3 Ph.D. in Computational Design Curriculum Chart 8
   3.3 ADMISSION INTO THE PH.D. PROGRAM 9
   3.4 ADVISORY COMMITTEE, QUALIFYING EXAMINATION PANEL, AND DOCTORAL COMMITTEE 9
   3.5 PROGRAM RESIDENCY AND TIME TO DEGREE 9
   3.6 PROGRAM PHASES 10
      3.6.1 Phase I: Course Work and Candidacy 11
      3.6.1.1 Course Work Requirements 11
      3.6.1.2 Game Plan 11
      3.6.1.3 Qualification for Candidacy 12
      3.6.2 Phase II: Thesis Proposal 13
      3.6.2.1 Form of Proposal 13
      3.6.2.2 Submission of Proposal 14
      3.6.2.3 Presentation of Proposal 14
      3.6.3 Phase III: Dissertation 15
         3.6.3.1 All But Dissertation (ABD) Status 15
            3.6.3.1.1 Doctoral Candidacy Policies for ABD 15
            3.6.3.1.2 In Residence versus In Absentia 15
            3.6.3.1.3 ABD Students In Residence 16
            3.6.3.1.4 Final Semester Tuition ABD Students In Residence 16
            3.6.3.1.5 ABD Students In Absentia 17
            3.6.3.1.6 Employment of ABD Students In Absentia 18
            3.6.3.1.7 Tuition and Fee Effects of In Absentia Student Status including the Final Semester 18
      3.6.3.2 Dissertation Defense and Submissions 19
         3.6.3.2.1 Submission of Dissertation 20
         3.6.3.2.2 Electronic Dissertation Submission 20
   3.7 DOCTORAL STUDENTS ENROLLED PRIOR TO FALL 2011 21
   3.8 NOTES 21
4 SoA STANDARDS, POLICIES & PRACTICES FOR GRADUATE PROGRAMS

4.1 ADMISSIONS REVIEW
4.2 ACADEMIC ADVISING
4.3 ACADEMIC RESOURCES
4.4 CURRICULA AND ENROLLMENT INFORMATION
4.5 ENROLLMENT VERIFICATION
4.6 PRIVACY RIGHTS OF STUDENTS
4.7 COURSE OVERLOAD
4.8 INDEPENDENT STUDY
4.9 ACADEMIC ACTIONS AND STANDARDS
  4.9.1 Academic Integrity and Disciplinary Action
  4.9.2 Grading Policy
  4.9.3 Process for Appealing Final Grades
  4.9.4 Policy on Grades for Transfer Courses
  4.9.5 Progress Review
4.10 WITHDRAWAL OF A DEGREE
4.11 ACADEMIC RIGHTS AND RESPONSIBILITIES
4.12 STUDENT RIGHTS – APPEAL AND GRIEVANCES
4.13 “GRANDFATHER” POLICY
4.14 NEW POLICIES
4.15 INTELLECTUAL PROPERTY POLICY, RESTRICTED RESEARCH AND POLICY FOR HANDLING ALLEGED MISCONDUCT IN RESEARCH
4.16 FINANCIAL OBLIGATIONS AND SUPPORT
  4.16.1 Research Assistantship (RA) and Teaching Assistantship (TA)
  4.16.2 Graduate Student Enrichment Fund
  4.16.3 Outside Employment and Internships
  4.16.4 Student Leave and Return Policies
  4.16.5 Visiting Students, Scholars and Fellows
  4.16.6 University Information on Finance and Financial Aid
4.17 STATUTORY RIGHTS AND COMPLIANCE WITH REGULATIONS
  4.17.1 Assistance for Individuals with Disabilities
  4.17.2 Safeguarding Educational Equity Policy against Sexual Harassment and Sexual Assault
  4.17.3 Consensual Intimate Relationship Policy Regarding Undergraduate Students
  4.17.4 Change of Address
  4.17.5 Vacations and Time-off
  4.17.6 Parental Accommodation Protocol

5 SoA FACULTY, STAFF, and COMMITTEES

5.1 SCHOOL ADMINISTRATION & STAFF
  5.1.1 Administrative Faculty
  5.1.2 Financial
  5.1.3 Alumni & Career Development
5.1.4 Shops & Labs 41
5.1.5 Computing 42
5.1.6 Communications 42
5.1.7 Admissions 42
5.1.8 Undergraduate Advisors 42
5.1.9 Graduate Programs 43
5.2 GRADUATE PROGRAMS COMMITTEES 43
5.3 PHD PROGRAM COMMITTEE 43

6 SoA FACILITIES 44
6.1 STUDIOS 44
   6.1.1 Studio Furniture 44
6.2 PROJECTORS 44
6.3 COPIERS 44
6.4 FAX MACHINE 45
6.5 SOA FABRICATION FACILITIES 45
   6.5.1 Architecture Shop 45
   6.5.2 Design Fabrication (dFAB) Lab 45
6.6 COMPUTING 46
6.7 PROBLEM REPORTING 46
   6.7.1 Flat Screen Monitors 47
   6.7.2 Server Space 47
   6.7.3 Printing 47
   6.7.4 Studio-based Media 48
   6.7.5 SoA Media Center 48
   6.7.6 CFA Multimedia Computer Labs 49
   6.7.7 tech.soa 49
6.8 SOA COMMUNICATIONS 49
   6.8.1 Announcements and Room Reservations 49
   6.8.2 SoA Calendars 50
   6.8.3 SoA Website 50
   6.8.4 Marketing Surveys 50
   6.8.5 Weekly Email Newsletters 50
   6.8.6 Social Media 50
   6.8.7 Vitrines 51
   6.8.8 Message Boards 51

Appendices

A Graduate Student Resources

B Game Plan
   B.1 SAMPLE ADVISORY COMMITTEE
   B.2 SAMPLE LIST OF COURSES TAKEN/IN PROGRESS
   B.3 SAMPLE MILESTONES AND PUBLICATIONS
B.4 SAMPLE THESIS STUDY AREA
B.5 SAMPLE STORYBOARD

C  Qualifying Examination Sign-Off Sheet
D  PhD Thesis Proposal Sign-Off Sheet
UNIVERSITY POLICIES & EXPECTATIONS

1.1 UNIVERSITY-WIDE POLICIES AND GUIDELINES

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:

- 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/
- Graduate Student Registration Website: https://www.cmu.edu/hub/registrar/registration/index.html
- Academic Calendar: https://www.cmu.edu/hub/calendar/

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

1.2 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: https://www.cmu.edu/policies/administrative-and-governance/statement-of-assurance.html
1.3 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/
2 SoA MISSION AND PHILOSOPHY

2.1 SCHOOL OF ARCHITECTURE MISSION

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.

2.2 SCHOOL OF ARCHITECTURE PHILOSOPHY

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.
3

PHD PROGRAMS

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.

3.1 DOCTOR OF PHILOSOPHY DEGREE PROGRAM OFFERINGS

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/

3.2 CURRICULUM REQUIREMENTS

Each student enters the program and works toward a Ph.D. in a particular area of concentration. Curriculum requirements for each respective program are provided in the following subsections and online at: https://soa.cmu.edu/graduate.
3.2.1 Ph.D. in Architecture-Engineering-Construction Management

Curriculum Chart

(PhD-AECM)
Doctor of Philosophy in Architecture-Engineering-Construction Management

Description
The PhD in Architecture, Engineering, & Construction Management degree program is offered jointly with the Department of Civil & Environmental Engineering. This program aims to prepare building delivery professionals for careers in decision making that can positively impact economic, environmental, and ethical issues through the thoughtful management of facilities.

Curriculum
Minimum Curricular Requirements for PhD students with prior MS in related area

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Following Years...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Advanced Courses</td>
</tr>
<tr>
<td>Research Seminar</td>
<td>9 units</td>
</tr>
<tr>
<td>Quantitative Methods, Micro-Economics, &amp; Management</td>
<td>Qualification</td>
</tr>
<tr>
<td>Selectives (relevant university-wide courses)</td>
<td>Proposal</td>
</tr>
<tr>
<td>TOTAL UNITS (84)</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Minimum Curricular Requirements for PhD students with prior MS in non-related area

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Following Years...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Advanced Courses</td>
</tr>
<tr>
<td>Research Seminar</td>
<td>9 units</td>
</tr>
<tr>
<td>Quantitative Methods, Micro-Economics, &amp; Management</td>
<td>Qualification</td>
</tr>
<tr>
<td>Selectives (relevant university-wide courses)</td>
<td>Proposal</td>
</tr>
<tr>
<td>TOTAL UNITS (114)</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

* Residency
The minimum required full-time residency for all PhD programs in the School of Architecture is two (2) years. Full-time status (minimum 36 units per semester) is required up to and including the Thesis Proposal phase. Certain students are legally required to maintain Full-time status for the entire duration of the program (e.g. international students on a visa). See Graduate Student Handbook (available online) for additional details and regulations.

$ Game Plan, Qualification, Proposal, & Dissertation
For details and regulations about the Game Plan, Qualification, Proposal and Dissertation processes please see the Graduate Student Handbook (available online).

** Expected Effort is an approximation, and is not to be considered a Residency requirement.
### 3.2.2 Ph.D. in Building Performance & Diagnostics Curriculum Chart

**updated 1/26/16**

#### Description

The PhD in Building Performance & Diagnostics degree program is intended for practitioners, researchers, and educators in architecture and the building industry who wish to be leaders in advanced building technologies and their performance.

#### Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td></td>
<td>6 units</td>
<td>87-111 Paradigms of Research in Architecture (6)</td>
</tr>
<tr>
<td></td>
<td>1 unit</td>
<td>87-222 Building Performance Modeling (12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87-233 Performance of Advanced Building Systems (9)</td>
</tr>
<tr>
<td></td>
<td><strong>Core Selectives</strong></td>
<td><strong>CORE SELECTIVES</strong> (Fall or Spring)</td>
</tr>
<tr>
<td></td>
<td>21 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended computation courses (Fall or Spring)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-110 Principles of Computing (10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-121 Introduction to Data Structures (10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Computing/Alternatives</strong></td>
<td><strong>OPEN SELECTION</strong> (Fall or Spring)</td>
</tr>
<tr>
<td></td>
<td>18 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Open Selection</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 units</td>
<td></td>
</tr>
</tbody>
</table>

* Core Selectives are courses that are accepted as fulfilling the requirement of showing proficiency in aspects of BPD. Please see (page 3) of MSBPD Curriculum for a list of approved Core Selective options.

** Computing is not required, but is recommended for those intending to do a PhD in the area of performance simulation. Students may substitute these Computing units with a Selective or Elective, subject to approval by the PhD-BPD Track Chair.

*** See (page 2) of MSBPD Curriculum for notes on Open Selection options.

### Year 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td></td>
<td>24 units</td>
<td>87-722 Management Science I: Optimization &amp; Multi-Criteria Methods (6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87-780 Management Science II: Decision Risk Modeling (6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87-211 Building Controls &amp; Diagnostics (12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td><strong>ELECTIVES</strong> (Fall or Spring)</td>
</tr>
<tr>
<td></td>
<td>15 units</td>
<td></td>
</tr>
</tbody>
</table>

* Select 87-111, or combine the 87-722 and 87-780 courses for a total of 12 units.

At course numbers/titles and their schedules may be subject to change. For additional and up-to-date information on these and other course offerings (course descriptions, schedules, instructors, etc.) please visit the University’s Schedule of Classes (SOC) webpage at: [www.cm.edu/hub/courses/soc.html](http://www.cm.edu/hub/courses/soc.html).
# PhD-CD

**Doctor of Philosophy in Computational Design**

Computational Design is the discipline concerned with computational approaches to problems in design — whether these relate to creation, presentation, analysis, evaluation, interaction, embodiment, making or just aesthetic expression, albeit for real or imagined application, both perceived and conceived.

## Requirements

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2 onwards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>48-737 Inquiry into Computation, Architecture and Design (9)</td>
<td>48-746 Shape Machine (9)</td>
</tr>
<tr>
<td>Students who have previously and successfully taken either of these courses can claim a waiver of this requirement. Should either of these courses not be offered, students may select a suitable alternative, e.g., 48-711 Research Methods and Paradigms in Architecture.</td>
<td></td>
</tr>
<tr>
<td><strong>Computation</strong></td>
<td><strong>Computation</strong></td>
</tr>
<tr>
<td>15-122 Principles of Imperative Computation (10)</td>
<td>Advanced computation course based on student’s area of research (9-12)</td>
</tr>
<tr>
<td>Students who have previously and successfully taken 15-122 can claim a waiver from this requirement. Each student in the PhD-CD Program must take an advanced computation course. No waiver will be granted.</td>
<td></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>Selectives (24)</td>
<td>Selectives (24)</td>
</tr>
<tr>
<td>Selective core courses provide students with proficiency in various aspects of computation that might relate to design. These are selections from a combination of courses offered by School of Architecture Computational Design faculty and elsewhere, for example, from the School of Design, Department of Civil and Environmental Engineering, Department of Mechanical Engineering, School of Computer Science, Human Computer Interaction Institute, Robotics Institute, etc.</td>
<td></td>
</tr>
<tr>
<td>See the Master of Science in Computational Design curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

**English Language**

Demonstrable proficiency in the English language.

**Residency**

The minimum required full-time residency for the PhD program in the School of Architecture is two years.

Students who have graduated from the MS-CD program can count one year towards the minimum residency period.

**Full-time Enrollment**

Students are required to be enrolled full-time up to the successful completion of the qualifier phase (including all required coursework).

Some students are legally required to maintain full-time status for the entire duration of the program, for example, international students on a visa.

See Graduate Handbook for rules and regulations.

Every doctoral student is required to demonstrate ability for research prior to candidacy by completing 48 units minimum of satisfactory independent research.

Students who enter the program after completing the MS-CD program may consider their Master thesis to be equivalent to 36 units of satisfactory research provided that they attained a grade of B+ or better.

Game Plan

The game plan specifies the student’s chosen area of concentration and an abstract of scope of work within that area and the list of courses taken.

Each member of the student’s advisory committee signs off on the game plan.

Qualifier

Proposal

Thesis Defense
### 3.3 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](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, videoconference, voice-over-Internet, Web cam, or other “synchronous” communication systems that may be available at the time with their potential adviser(s).

### 3.4 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 3.6.1.3).

For Phase 2: Thesis Proposal and Phase 3: Dissertation, the Advisory Committee will become the Doctoral Committee of the Ph.D. candidate (see Sections 3.6.2 and 3.6.3).

### 3.5 Program Residency and Time to Degree

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.

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.

3.6 PROGRAM PHASES

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.

*In person defense meetings are preferred, but exceptions can be made at the discretion of the committee where this is not practical or possible.
3.6.1 **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.

3.6.1.1 **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.

3.6.1.2 **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:

- The names and affiliations of members of the Advisory Committee
- Specification of the chosen area of concentration and an abstract of scope of work within the area of concentration
- 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.
3.6.1.3 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:

- Complete all required coursework with a minimum overall QPA of 3.0.
- Submit an up-to-date Game Plan (see Section 3.5) to the Graduate Program Administration.
- 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:

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

3.6.2 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

3.6.2.1 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.

3.6.2.2 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.

3.6.2.3 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.

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.

3.6.3 **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

3.6.3.1 **All But Dissertation (ABD) Status**

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

3.6.3.1.1 **Doctoral Candidacy Policies for ABD**

The School of Architecture adopts the general University’s policies pertaining to ABD status (“Doctoral Student Status Policy” adopted April 5, 2011), with specific declarations relevant to the School (https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html).

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.

3.6.3.1.2 **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 below.

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)

### 3.6.3.1.3 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.

### 3.6.3.1.4 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.

### 3.6.3.1.5 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* may (4):

- 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 basis (5)
- 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 Services (5)
- Buy parking permits (7)
- Use athletic facilities (7)
- Reside in university housing

### 3.6.3.1.6 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.

### 3.6.3.1.7 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.

### 3.6.3.2 Dissertation Defense and Submissions

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:

- Title page
- Abstract
- Table of contents
- 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.

### 3.6.3.2.1 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.

### 3.6.3.2.2 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](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](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 deposing the dissertation onto the FTP server may be found here: [https://libwebspace.library.cmu.edu/libraries-and-collections/Services/Dissertation/How_to Upload Documents to Library FTP Server Mac.pdf](https://libwebspace.library.cmu.edu/libraries-and-collections/Services/Dissertation/How%20to%20Upload%20a%20document%20to%20the)
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.

3.7 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."

3.8 NOTES

(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.
4 SoA STANDARDS, POLICIES & PRACTICES FOR GRADUATE PROGRAMS

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/.

4.1 ADMISSIONS REVIEW

Admissions are normally reviewed in the Spring Semester.

The Admissions and Enrollment Coordinator and Graduate Program Working Committee (GPWC) oversee admissions to all graduate programs. The Track Chair coordinates the review process for applications to their program and communicates all admission decisions to the GPWC. All applicants to the 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/graduate-admissions.

Multiple faculty members review every application. Exceptions to admissions requirements to any program are referred to the Committee. In cases when a decision is neither ascertained nor readily ascertainable, the application is then referred to the GPWC at large for review. Exceptions to admissions requirements to any program are also referred to the GPWC. The GPWC 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.

For PhD students, positive decisions require at least one faculty agreeing to advise the applicant.

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

4.2 ACADEMIC ADVISING

Every master’s student is assigned an Advisor, typically the Track Chair of the respective master’s program. The Advisor and/or Track Chair guides a master’s student throughout their academic study in the SoA.
PhD students are advised by a member of the PhD Program Committee with specific content knowledge aligned with the student’s Personal Statement.

Students may also seek advice from the GPEC, the Head of School and the other graduate program faculty as well as the Graduate Programs administrative staff.

Students are required to meet with their Advisor prior to each semester’s course registration to discuss matter such as course selections, course performance, and other academic matters, and periodically during the semester to report progress in courses, research, thesis, and other aspects of academic life. Students are expected to bring administrative matters such as course substitution and program transfers, to the attention of both the Advisor and the Track Chair in cases when they are different people.

4.3 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.

4.4 CURRICULA AND ENROLLMENT INFORMATION

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

- Standards for Academic and Creative Life
- Privacy Rights for Students
- Academic Standards and Actions
- Cheating and Plagiarism Policies
- Academic Disciplinary Actions Overview

4.5 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: https://www.cmu.edu/hub/registrar/student-records/verifications/enrollment.html.

Specific Declarations in the School of Architecture
4.6 PRIVACY RIGHTS OF STUDENTS


Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify students annually of their rights under FERPA. The actual means of notification, such as this student handbook, is left to the discretion of each school.

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).

4.7 COURSE OVERLOAD

There is a university policy for course overload, which applies to undergraduate and graduate programs alike: [https://www.cmu.edu/hub/registrar/registration/course-overload.html](https://www.cmu.edu/hub/registrar/registration/course-overload.html)

SoA has established a normal course load for each program. Students should check with their academic advisor, track chair, department head, or dean's office for the definition of a normal course load. Individual colleges may have overload policies that are more restrictive; therefore, students should consult with their advisor when considering an overload.
4.8 INDEPENDENT STUDY

Independent Study allows opportunities for students to pursue self-directed study with a faculty advisor pending written approval of the faculty member and the Track Chair for MA and MS students or Committee Chair for doctoral students. Students who are not on an academic action are permitted to take one independent study course up to 18 units per semester with a CMU faculty member. This limitation does not apply to 48792 Ph.D. Independent Study, 48793 Ph.D. Thesis, 48797 PhD Dissertation Defense, 48811 Proposal Preparation, 48812 Thesis Preparation DPP, and other similar courses.

4.9 ACADEMIC ACTIONS AND STANDARDS

4.9.1 Academic Integrity and Disciplinary Action

Please review the University Policy on Academic Integrity (https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html). The policy includes the University expectations around academic integrity and provides definitions of cheating, plagiarism, and unauthorized assistance.

A review of the University’s Academic Disciplinary Actions procedures (https://www.cmu.edu/student-affairs/theword/academic-discipline/index.html) is also recommended. These procedures outline the process for investigating, reporting, and adjudicating violations of the University Policy on Academic Integrity. The procedures also outline the appeal process.

4.9.2 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, https://www.cmu.edu/policies/student-and-student-life/grading.html.

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. “Non-factorable” is not factored into the semester or cumulative Quality Point Average (QPA).

At a minimum, a student must attain a QPA of 3.0 in order to be granted a graduate degree. The GPEC must approve any exception.
The graduate student grading standard is as follows (as of Fall 1995):

<table>
<thead>
<tr>
<th>Grading</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum grade for passing a course for graduate students</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>X</td>
<td>0.0</td>
<td>Conditional failure</td>
</tr>
<tr>
<td>S</td>
<td>Non-factorable</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>P</td>
<td>Non-factorable</td>
<td>Passing</td>
</tr>
<tr>
<td>N</td>
<td>Non-factorable</td>
<td>Not Passing</td>
</tr>
<tr>
<td>O</td>
<td>Non-factorable</td>
<td>Audit</td>
</tr>
<tr>
<td>W</td>
<td>Non-factorable</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Non-factorable</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AD</td>
<td>Non-factorable</td>
<td>Credit granted for work completed at another institution or by examination credit</td>
</tr>
</tbody>
</table>
**Passing (P)/ Not Passing (N)** A Grade of P counts towards graduation requirements but is not factored into the semester or cumulative Quality Point Average (QPA). The Graduate Program Working Committee has adopted the following additional requirements regarding P/N:

<table>
<thead>
<tr>
<th></th>
<th>Inside Arch</th>
<th>Outside Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Course</strong></td>
<td>No P/N</td>
<td>No P/N</td>
</tr>
<tr>
<td></td>
<td>*C or Better</td>
<td>*C or Better</td>
</tr>
<tr>
<td><strong>Selectives</strong></td>
<td>No P/N</td>
<td>Yes P/N</td>
</tr>
<tr>
<td></td>
<td>*C or Better</td>
<td>*C or Better</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Yes P/N</td>
<td>Yes P/N</td>
</tr>
<tr>
<td></td>
<td>C or Better</td>
<td>C or Better</td>
</tr>
<tr>
<td><strong>48-704 MS INTERN</strong></td>
<td>Yes P/N, credits count except AECM</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Notes:** You must have the minimum credit hours for the degree and have a minimum cumulative QPA of 3.0 to graduate.  
*Unless stated otherwise in the specific graduate program requirements.  
Only one course per year can be taken P/N except as noted in specific graduate program requirements.  
The university may overrule these requirements if it declares otherwise due to a pandemic or other unforeseen emergency.

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.

### 4.9.3 Process for Appealing Final Grades

[https://www.cmu.edu/graduate/policies/appeal-grievance-procedures.html](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.
4.9.4 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.)

4.9.5 Progress Review

After midterm grades have been issued, students are advised to check their grades online and may receive a WARNING letter for achieving a grade below a minimum of B for any class identified on the program curriculum with an asterisk (*) to qualify for graduation OR a grade below a minimum of C in any course taken in any semester OR a semester quality point average of below 3.00. If any of these conditions are met, students are required to arrange a meeting with their Track Chair to discuss a plan for immediate improvement.

The Graduate Program Working 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 Track Chair will present an oral report to the Graduate Program Working 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 Executive 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 or above in any semester while carrying a full academic load of a minimum of 36 units AND comprising a minimum of four (4) courses, OR an 18-unit studio and a minimum of two (2) courses.

- **STUDIO COMMENDATION** – Studio commendations are given to students for excellence in design work and/or leadership during a particular semester. The studio professors teaching in that year select recipients at the semester grades meeting.
• **PROBATION** – For achieving a grade below a minimum of B in any course identified on each program curriculum with an asterisk(*) to qualify for graduation OR a grade below a minimum of C in any other course taken in any semester OR a semester quality point average below 3.00 AND when the Track Chair and Graduate Program Executive 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. Academic probation may result in any scholarships, research assistantships and/or financial awards to be rescinded. Students on academic probation cannot be selected to receive awards. For a student on academic probation, this status will be automatically removed during the next academic review if the semester and cumulative QPA are 3.0 or better.

• **DROP FROM PROGRAM** – For achieving a PROBATION AND when the Track Chair and Graduate Program Executive Committee determines it is NOT likely that the student will be able to meet the requirements for graduation OR under extraordinary circumstances as determined by the faculty, you may be dropped without previously having been on probation. The student will be notified in writing and should meet with their Advisor and Track Chair as soon as possible to discuss their academic situation. The student will then meet with the Department Head. If a decision for removal from the program is made, the student will receive the decision in writing and may appeal the decision by sending a formal letter stating the basis for appeal to the Department Head. The student will have an opportunity to appeal a removal decision by the Department Head to the Dean of the College of Fine Arts.

Generally, sanctions resulting from an Academic Action (e.g. probation or drop) take effect immediately, regardless of whether an appeal is filed. In exceptional circumstances, however, the appropriate Dean of Graduate Students or the Provost may elect to hold sanctions in abeyance pending the resolution of an appeal. If the removal decision is not overturned, the student is not entitled to a refund of tuition or student fees incurred during the semester in which the appeal was being considered.

### 4.10 WITHDRAWAL OF A DEGREE

The university reserves the right to withdraw a degree even though it has been granted should there be discovery that the work upon which it was based or the academic records in support of it had been falsified. In such a case, the degree will be withdrawn promptly upon discovery of the falsification. The complete reference to this university policy is available at: [https://www.cmu.edu/policies/student-and-student-life/withdrawal-of-a-degree.html](https://www.cmu.edu/policies/student-and-student-life/withdrawal-of-a-degree.html).

### 4.11 ACADEMIC RIGHTS AND RESPONSIBILITIES

Standard information pertaining to academic rights and responsibilities listed in the University Graduate Student Handbook ([The WORD](https://www.cmu.edu/policies/student-and-student-life/withdrawal-of-a-degree.html)) cover the following:

• Degree attainment: achievement, timeline & format of requirements
4.12 STUDENT RIGHTS – APPEAL AND GRIEVANCES

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

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, the GPEC, 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.

4.13 “GRANDFATHER” POLICY

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

4.14 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 in a degree program that 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.

4.15 INTELLECTUAL PROPERTY POLICY, RESTRICTED RESEARCH AND POLICY FOR HANDLING ALLEGED MISCONDUCT IN RESEARCH

The School adopts the University’s policies pertaining to:

- Intellectual Property:

- Restricted Research:
  [https://www.cmu.edu/policies/research/restricted-research.html](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](https://www.cmu.edu/policies/research/handling-alleged-misconduct-in-research.html)

4.16 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](https://www.cmu.edu/sfs/tuition/graduate/index.html).

Exceptional applicants may be offered Merit Scholarships when they are admitted to the SoA. These scholarships award will be processed at the beginning of each Fall and Spring terms and will continue in the following year(s) only if you maintain full time status, pay your balance according to the University’s schedule, and remain in good academic standing. The Merit Scholarship is valid only for the program to which you were first admitted, and cannot be applied to cover living or travel expenses, medical insurance, enrollment fees, or book and supplies for which you are responsible.

All enrolled students are automatically considered for an increase to the SoA Graduate Student Merit Scholarship in their second year. You will be notified at the end of your first year should you receive this increased award. Increased scholarships are awarded only to exceptional students based on the strength of their performance in the CMU program and demonstrated potential for advancing in their careers. Further funding can be obtained through paid Teaching and Research Graduate Assistantships, a limited number of which are available. See “Research Assistantship (RA) and Teaching Assistantship (TA)” below.

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

- Acceptance into one of the graduate programs in the school
- Needs of the school for Teaching Assistants
- Funds available to the school for various research projects and/or programs from within the university or from external sources
- Other budgetary resources of the school which may be allocated for graduate student support (only for Fall and Spring semesters)

4.16.1 Research Assistantship (RA) and Teaching Assistantship (TA)

A limited number of Research Assistantships (RA) and Teaching Assistantships are available to graduate students on a first-come and as-needed basis. Students should consult their Track Chairs and other SoA faculty for opportunities that build on previous strengths and experiences.

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 A.

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-fluency-instructors.html. The fluency of all instructional personnel will be rated by the Language Support in the Student Academic Success Center 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), Language Support in the Student Academic Success Center which helps teaching assistants who are non-native English speakers develop fluency and cultural understanding to teach successfully at Carnegie Mellon. Visit the Student Academic Success website for additional information: https://www.cmu.edu/student-success/.

Employment Eligibility Verification

If you are receiving a stipend, you are going to be a TA or you are planning to have a position with CMU then Employment Eligibility Verification is required.

Form I-9 must be completed within 3 business days of beginning work for any type of
compensation (stipend or employment). Additional details are highlighted below.

To ensure compliance with federal law, Carnegie Mellon University maintains the Employment Eligibility Verification (I-9) Policy [pdf] covering the university’s I-9 and E-Verify requirements:

Every individual receiving a stipend from CMU or employed by CMU must comply with the I-9 Policy by completing the Form I-9 within three business days following the first day of stipend start date/employment.

Individuals who expect to work on a federally funded project are further responsible for submitting an E-Verify Processing Request Form to the Office of Human Resources.

For more information, please see CMU’s Guidance for Completing the Form I-9 and E-Verify Requirements at CMU [pdf], or visit the Human Resources Service website to learn more about Form I-9 and E-Verify and to schedule an appointment to complete the Form I-9.”

**Additional Policies for PhD Students:**

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 two weeks off (paid). Otherwise, the student will only be paid for their actual working time.
4.16.2 Graduate Student Enrichment Fund

The School of Architecture encourages students to advance their own academic, professional, and career development. Limited funds are available to each Track-Chair on an annual basis to award on a first-come basis to the students currently enrolled in their programs. The funds are intended to offset the costs associated with student research projects including materials and equipment; special studio travel; earning professional credentials; presenting papers, posters, research products or creative work; and under special circumstances to supplement internships and research work for others and student fellowships. The Funds may NOT be used to pay students to do faculty research or other professional work, even if there is a perceived benefit for the students. Students should contact their Track Chair to inquire.

4.16.3 Outside Employment and Internships

In general, outside employment is discouraged during the period of full-time graduate studies except where specified by any given program. When 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 Program Track Chair. Internships may be taken at any time during the calendar year unless specified by the program.

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.

Graduate students wishing to do a Summer Internship are responsible to secure their position. International master’s and doctoral students interested in working off campus during the summer may apply for CPT status provided that they have completed one academic year of full-time enrollment and will be enrolled in the Fall semester.

All international graduate student internships must be in a field related to their program, have academic oversight, and students must be enrolled in an associated course that is counted toward the degree. All M.Arch internships must follow the NCARB AXP Guidelines outlined below. Student Interns will register for 3 units of 48-704 MS INTERN or 48-695 M.Arch Internship in the summer semester. MS students doing an internship will be coded INT and MS students remaining on campus to do research will be coded MMR. An Internship Plan Form must be submitted once the position is secured, and a Final Internship Report will be submitted once the Internship is complete for grading.
International students must consult with the Office of International Education for eligibility before seeking an internship or signing an offer contract. It is also recommended that international students review the CPT handout at: https://www.cmu.edu/oie/foreign-students/docs/cpt.pdf for detailed information about this employment authorization option.

PhD students that are required to be off campus to collect data for their research may be permitted to apply for CPT. Because the PhD program does not have a course requirement all other PhD students wishing a Summer Internship would apply for pre-completion OPT.

PhD students who will be doing an internship will be coded either INT or IDR. The INT program code follows the Summer All calendar. The IDR program code is used for students who will continue to be supported through the entire summer.

Many of the graduate programs at the SoA have been assigned CIP codes that are STEM-eligible. This means that in addition to one year of OPT, a student may apply for a 24-month STEM OPT Extension.

The Master of Advanced Architectural Design (MAAD), the Master of Architecture (M.Arch) and the Master of Science in Building Performance & Diagnostics (MSBPD) programs are assigned the CIP code – 04.0902, Architectural and Building Sciences/Technology. The Master of Science in Architecture Engineering Construction Management (MSAECM) is assigned the CIP code – 15.1501, Engineering/Industrial Management. The Master of Science in Computational Design (MSCD) is assigned the CIP code – 15.1302, CAD/CADD Drafting and/or Design Technology/Technician. The Master of Science in Sustainable Design (MSSD) is assigned the CIP code – 30.3301, Sustainability Studies.

The MSAECM program requires an internship, so CPT will enable an F1 student to complete the required internship. The other STEM-eligible grad programs do not require internship, therefore F1 students do not automatically qualify for CPT. To qualify for CPT, students must demonstrate that the 3-unit practicum counts toward the units required for graduation. For example, if a program requires 120 units to graduate, and the practicum would lift a student’s total of required courses to 123 units, the CPT does NOT count towards graduation. Hence the student is not eligible for CPT. A student may take more units than the required minimum, but the CPT must fit into the required minimum.

INTERNSHIP WHILE ENROLLED: for ALL F1 students that want to do an internship while enrolled in our grad programs in the fall and spring semesters, must comply with the following provisions.

- Complete the necessary forms available from the Office of International Education (OIE)
- Enroll in 48700 - Practicum for three (3) units
- Get a letter of commitment from a faculty member to supervise the practicum
- Bring the forms and an employment offer letter to the head of school for signature.
- The offer letter must comply with the NCARB Employment Requirements excerpted below. In simple terms NO unpaid internships - it is both illegal and unethical.
- At the completion of the internship, submit a report to one's faculty adviser for grading.
INTERNSHIPS TOWARDS NCARB LICENSURE: For those pursuing architect licensure, the NCARB AXP Guidelines (https://www.ncarb.org/sites/default/files/AXP-Guidelines.pdf) describe Employment Requirements on page 17:

- To earn experience in setting A or work-related setting O opportunities including: “Other Work Experience Under Licensed Professionals,” “Design or Construction Related Employment,” and some scenarios in “Construction Work,” one must be employed.
- Unpaid internships are not eligible to earn experience hours with the exception of the approved Community-Based Design Center/Collaborative as defined in experience setting O.
- No experience may be earned outside of the U.S. or Canada, except at an organization engaged in the practice of architecture or an approved Community-Based Design Center/Collaborative as defined in experience setting O.
- If the employment situation earns academic credit or is a requirement for a class, it can still qualify for AXP hours. Only employment situations qualify for AXP in this condition. The experience needs to be in compliance with the employment requirement and submitted as per the AXP rules.

4.16.4 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.

4.16.5 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.

4.16.6 University Information on Finance and Financial Aid

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

- Financial Aid Application Process
- Loan Eligibility
- Fellowships and Scholarships Office (FSO)
- Tuition Payment Plans (TMS)
- Student Employment
- Summer Stipend Payment Options
- Tax Status of Graduate Student Awards
• Tuition Remission
• And more....

Detailed information can be found online at:
https://www.cmu.edu/graduate/financial-assistance/index.html and

4.17 STATUTORY RIGHTS AND COMPLIANCE WITH REGULATIONS

4.17.1 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.

4.17.2 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

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.
4.17.3 Consensual Intimate Relationship Policy Regarding Undergraduate Students


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

4.17.4 Change of Address

Students are responsible for notifying the HUB of all address changes in a timely manner. Students will be held responsible for any failure to receive official college notices due to not having a correct address on file; F-1 students may jeopardize their status if address information is not kept current. Students can change their address using SIO, which is available via the HUB website: http://www.cmu.edu/hub/index.html.

4.17.5 Vacations and Time-off

Students with graduate assistantships are expected to continue with their research during academic breaks (including the Summer months) with the exception of the official university holidays. A complete list of the official university holidays can be found at the Human Resources website.

Due to federal regulations governing graduate student support, paid time off for personal business and vacations is not provided. A supported graduate student wanting to take a one-week break during one of the summer months in which they are receiving a stipend is expected to get approval for that break with their advisor and make up the work during the other three weeks of that month. Supported graduate students wishing to take longer periods of personal time off must do so without pay and must receive advanced approval from their research advisor a minimum of four weeks prior to the requested time off. The advisor must then notify the Graduate Program Administrator and Business Manager of this approval so that stipend adjustments can be processed.

4.17.6 Parental Accommodation Protocol

The School of Architecture extends the Student Maternity Accommodation Protocol (https://www.cmu.edu/graduate/programs-services/maternity-accommodation-protocol.html) to all parents with births or adoptions as amended below with brackets.

[All] students seeking any of the [Parental] Accommodations described below must register with the Office of the Dean of Student Affairs by contacting the office for an
appointment by calling 412-268-2075.

The birth [or adoption] of a child is a significant life event that may require time away from academic pursuits for delivery and recovery from delivery of a newly born child [or integration of an adopted child]. [All] students whose anticipated delivery [or adoption] date is during the course of a semester may need to take time away from their academic responsibilities. [All] Carnegie Mellon students seeking time away are afforded two options as possible [Parental] Accommodation:

- **Short-Term Maternity Accommodation** – A short term absence from academic responsibilities up to a maximum of six (6) weeks. Short-Term Maternity Accommodation may be extended by two (2) weeks, for a total of eight (8) weeks, where a longer absence is medically necessary. Prior to the absence students must work with relevant university faculty and staff to adjust their course work, research, teaching and other academic responsibilities during the period of absence. This may include extensions of time to complete assignments, incomplete grades, and/or dropping courses, shifting research responsibilities and adjusting TA assignments. Students who take a Short-Term Maternity Accommodation will remain enrolled.

- **Formal Leave of Absence** – A formal leave of absence under the Student Leave Policy. Generally, the Student Leave Policy permits students to take a leave of absence for a full-semester, mini-semester, or for the time remaining in the semester during which the leave is taken. Students who take a Formal Leave of Absence drop all remaining courses for the semester and are unenrolled for the semester. International students must consult with the Office of International Education before considering this option due to visa implications.

See [https://www.cmu.edu/graduate/programs-services/maternity-accommodation-protocol.html](https://www.cmu.edu/graduate/programs-services/maternity-accommodation-protocol.html) for additional university resources. Students should also consult with their Track Chair either before or in conjunction with registering with the Office of the Dean of Student Affairs.

**CONTACT:** Holly Hippensteel, Associate Vice President for Community Standards and Diversity Initiatives
SoA FACULTY, STAFF, and COMMITTEES

Please see https://soa.cmu.edu/faculty-staff for the most recent faculty and staff directory.

5.1 SCHOOL ADMINISTRATION & STAFF

5.1.1 Administrative Faculty

Omar Khan, Professor and Head, is responsible for all of the activities of the School. He hires faculty and staff and oversees all the academic and financial aspects of the School. He is available to students by appointment.

Mary Lou Arscott, AADip, RIBA, Associate Head, is responsible for continuously improving the quality and effectiveness of the studio education, improving the level of discourse in the School, and raising our profile external to the School.

5.1.2 Financial

David Koltas, Assistant Head, is responsible for oversight of all financial and personnel matters of the School and serves as a liaison with central administration. Responsibilities include budgeting and reporting, purchasing oversight, hiring transactions, and submitting student accounts transactions for school charges, scholarships, and awards.

Diana Martin, Financial Assistant, is responsible for day-to-day financial transactions, including reimbursable expenses.

5.1.3 Alumni & Career Development

Kristen Frambes, Director of Alumni & Professional Relationships, is the career development and alumni relations director for the SoA. She is also responsible for administration of the faculty promotion & tenure cases and faculty search.

5.1.4 Shops & Labs

Jon Holmes, Shop Director, oversees the Architecture Shop. He is responsible for providing instruction, setting safety policy, and providing training/maintenance on all Shop equipment.

Terry Hritz, dFAB Lab Manager, along with a team of monitors who have training in the operation and safety of lab use, staff the dFAB Lab. They are responsible for the lab’s
robots, equipment, computers, software and facilities scheduling.

5.1.5 Computing

Robert J. Armitage, Computing Administrator, is responsible for the school’s computing infrastructure, including hardware, software, servers, workstations, printers, plotters, and scanners.

5.1.6 Communications

Meredith Marsh, Marketing & Communications Manager, is responsible for all of the internal and external communications for the school.

Carolyn Ristau, Office Assistant, is responsible for the administration of the SoA office. She supports the marketing and communications efforts of the school and assists with room reservations, mailing list management, event coordination, office maintenance, and other various tasks.

5.1.7 Admissions

Alexis McCune Secosky, Director of Recruitment & Enrollment, works with admission for all undergraduate and graduate programs by meeting with prospective students, coordinating recruitment efforts, and managing the admission committees. She advises students on architecture licensure as the SoA’s Architect Licensing Advisor. She also serves as the Advisor for the school’s chapter of the American Institute of Architecture Students (AIAS). To schedule an appointment use: calendly.com/amccune.

5.1.8 Undergraduate Advisors

Erica Oman, Senior Academic Advisor, assists students in establishing their class schedules and gives guidance about general university regulations. She is responsible for registration and transcripts. She can answer scheduling, academic audit, and general academic progress questions. She coordinates study abroad activities including inquiries, applications, and transfer credits. To schedule an appointment, use: calendly.com/eoman.

Heather Workinger Midgley, Ph.D., Adjunct Faculty & First-Year Advisor, teaches First-Year Seminar in the fall and spring semesters. She advises all first-year students on matters of course work, academic progress, and the transition process into the SoA. She also acts as a coordinator for the SoA Faculty Mentors and the Architecture Peer Mentors (APM) Program. To schedule an appointment, use: calendly.com/hworkinger.
5.1.9 **Graduate Programs**

Darlene Covington-Davis, **Graduate Program Administrator**, assists in the daily administration of the graduate programs and advising current students on administrative policies and procedures for the school and the university.

5.2 **GRADUATE PROGRAMS COMMITTEES**

The Graduate Programs committees administer all of the master’s programs. Their roles and responsibilities are described here, as well as in relevant sections below.

The Graduate Programs Executive Committee (GPEC) comprises four full-time faculty members appointed by the Head for a period of two years. The GPEC monitors all professional and post-professional graduate programs and makes recommendations to the Head of the School.

The Graduate Programs Working Committee (GPWC) comprises the Track Chairs of every master’s program, as well as Principal Advisors of PhD students, Graduate Programs Coordinators, and Graduate Admissions Coordinators. The GPWC is responsible for holding periodic curricular reviews of all graduate programs and any changes thereto.

The members of the Executive Committee chair the working committee and may nominate other faculty and graduate students to serve as members of the GPWC.

The GPEC determines who can or cannot vote on any matter brought before the GPWC, 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 GPEC considers and may approve any petition requesting an exception from the academic guidelines and requirements spelled out in this document.

5.3 **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.
SoA FACILITIES

6.1 STUDIOS

The studio spaces are the heart of the physical environment of the School. The maintenance of the studio is the responsibility of the students. The studio is home to both your colleagues and your faculty. Its arrangement is a design problem that must serve many needs from individual expression to group meetings and communication. Students are expected to leave the studio at the end of the semester in the same condition they found it at the beginning. The costs to the School of cleaning the studios at the end of the semester or the costs of repair of damage to the studio beyond regular wear and tear will be evenly divided between the students in the studio. The cost will be directly charged to each student account. The School is not responsible for personal belongings brought into the studios. Individuals found destroying studio facilities can be suspended from the university. Students are not permitted on roofs, parapets or other non-public areas of campus. Anyone found throwing objects off the roof or out any window could be suspended from the university.

6.1.1 Studio Furniture

Students are responsible for the condition of all studio furniture including, but not limited to, desks, chairs, file cabinets, and tool storage chests. Students must use a cutting mat when cutting on any surface, especially drafting boards, tables, or the floor. Students will be charged for damages, so please be careful.

6.2 PROJECTORS

Portable projectors are available for school-related activities. The projectors are kept with the computing team in CFA 201, the main office of the School of Architecture. To borrow a projector, students must work with a member of the faculty to assist in submitting their request. All requests must include a purpose, date, and time for pickup and return. Students should send this information to a faculty member and ask that they submit the request to soa-ithelp@andrew.cmu.edu.

6.3 COPIERS

Copiers are located throughout the campus. The School of Architecture copiers in CFA and MMCH are for the use of the faculty and staff only. Public printers and copy machines, including a color copier in Hunt Library, use Campus Xpress, Plaid Ca$h cards, or cash.
6.4 FAX MACHINE

Students may send and receive faxes via the office fax machine. Incoming faxes must be labeled with your full name and year. The fax number for the School is 412.268.7819.

6.5 SOA FABRICATION FACILITIES

Paint Spray Booths Paint spray booths are located in CFA A9 and MMCH 322. Spray adhesive, spray paint, and other aerosol media are forbidden in all indoor spaces and around campus buildings. Training on the use of each spray booth is required of all persons prior to usage. Studio coordinators are responsible for training their studio faculty at the beginning of each semester. Students are only permitted to use the booth for studio-related work or projects. Students are not permitted to use the booths to spray large items not related to studio work (e.g., buggies). Improper use of the spray booth will result in a loss of privileges of the unit and/or suspension from the university.

6.5.1 Architecture Shop

The School of Architecture maintains a shop facility on the ground level of CFA, room A9, and in surrounding spaces, for use by students, faculty, and staff of the School of architecture. Students are trained to safely use a wide variety of tools and to explore the creative potentials of their interactions with various materials. The shop maintains equipment for working with wood and metal, a small crit space, and a student project storage area. Jon Holmes is the Shop Director. Assistant Shop Director Alex Troyer supervises during evenings and weekends with the help of a staff of student monitors. The schedule is always posted on the front door. The safety of all users is a primary concern at the shop. A strictly-enforced dress code requires shoes fully covering the tops of the feet, and the restraint or removal of loose clothing, hair and jewelry. Nonmedical personal listening devices are not permitted while using hazardous equipment. Eye protection must be worn by anyone in close proximity to operating machinery. Optional dust masks and hearing protectors are provided. Training by shop staff is required before use of any machine, regardless of prior experience elsewhere. Training sessions for new undergraduate students are scheduled through their classes. Additional training sessions for others may be arranged by request. Some hand and power tools may be borrowed overnight with staff approval, and with the understanding that they will be cared for and returned in good condition. A limited inventory of raw materials including plywood, lumber and specialty adhesives are available for purchase at the shop.

6.5.2 Design Fabrication (dFAB) Lab

The Design Fabrication (dFAB) Lab is located on the C-level of Margaret Morrison Carnegie Hall. This facility includes a range of digitally-driven additive and subtractive
tools including 3D printers, laser cutters, a four-axis CNC router, CNC Bed Mill and vacuum former. The lab also includes a dedicated Page 45 robotic fabrication space that includes three large and one small industrial robotic arms. These four robotic arms are configured as a six-axis robot with a dedicated rotary table as well as a six-axis robot mounted on a 23-foot linear track. The small robotic arm is mounted on a mobile cart for use in locations outside the dFAB Lab. Tooling includes a milling spindle, gripper, hot wire saw and digital probe. Dedicated computer workstations with CAD/CAM software compliment the fabrication equipment. Jeremy Ficca is Director of dFAB Lab and Terry Hritz is the dFAB Lab Manager. They, along with other faculty and trained Student Monitors, staff the lab for roughly 70-75 hours per week. Use of the lab facilities outside of staffed hours is strictly forbidden. Lab hours are posted in the lab and on the dFAB website at soa.cmu.edu/dfab. Access is limited to SoA faculty, staff, currently-enrolled students, and other students enrolled in dFAB authorized courses that specifically require the use of the lab as part of the course syllabus. All users of dFAB are subject to all policies and procedures posted on the dFAB website. Students may also reserve equipment time through the online reservation system found through the dFAB website.

6.6 COMPUTING

Computer Usage The computing facilities of the School of Architecture are for SoA students, faculty, and staff only. Use by other students is by permission or by enrollment in courses offered by the School. If you observe unauthorized use, please inform: soa-ithelp@andrew.cmu.edu. General Computing Rules Violations of any computing rules or policies may result in disabling access to the SoA computing equipment.

- Game playing is forbidden on SoA workstations, unless it is specifically related to coursework.
- Headphones must be used for all music and sound.
- No personal software may be installed on SoA workstations.
- All data must be stored on an external device or on the server. Do not save to the desktops; the SoA team is not responsible for any data left on studio workstations.

6.7 PROBLEM REPORTING

Any and all issues with computers, printers, plotters and scanners should be immediately conveyed in detail to soa-ithelp@andrew.cmu.edu. The description of the problem should be as specific as possible, including: the machine in question; the software being used; the task being performed; etc. If reporting a computer problem please provide the hostname for the machine in question. In windows open a command prompt and type in “hostname”. Studio Computing Equipment CFA studios will provide power for laptop use and MMC studios will have desktops for the studios that require them. Plotters and printers are available in spaces adjacent to the undergraduate studios. Food or drink are expressly forbidden near any
SoA computing equipment.

6.7.1 Flat Screen Monitors

Upon request the SoA will provide students in CFA Studio with one 22” flat screen monitor and articulated arm for use at their studio desk.

- Monitors must NOT leave the studio and must remain locked at the studio desk the entire semester.
- Distribution times will be set at the beginning of each semester.
- Monitors are to be returned at the end of each semester in the condition in which they were received. Failure to do so will result in a fine equal to that of the replacement value.
- Studio Coordinators have final discretion as to whether monitors are allowed in studios.
- Monitors are available on a first-come, first-served basis. Students should contact SOA Computing [soa-ithelp@andrew.cmu.edu] to request a monitor once they have received approval to do so from a Studio Coordinator.

6.7.2 Server Space

The SoA provides file storage for each studio. While every effort is made to make the server stable, secure, and available, the SoA is in no way responsible for data or the guarantee of access. It is safe computing practice to have multiple backups of important data. Server space is limited to 40GB of shared space per studio. When a space has reached its size limitation, no further files are able to be uploaded until the required space has been cleared. Be mindful that this is a shared space; do not use more than your fair share. The SoA servers are exclusively reserved for the storage of school related data; software installers, movies, personal backups etc. will not be tolerated. Unauthorized Software All use, copying, distribution, or solicitation of unauthorized or pirated software is expressly forbidden and punishable by law. Fines can exceed $100,000 and jail time per incident.

6.7.3 Printing

- Printing multiple copies is forbidden. SoA printers are not copiers and should not be used as such. If you require multiple copies of a document, please print one copy and take the output to a copy station on campus. Tartan Ink is located in the University Center and services provided include black/white and color copies, single and double-sided copying, assortment of colored and textured papers, including cover stock, specialty papers such as gloss paper, resume quality paper, etc. They also offer binding and finishing options that include cutting, lamination, folding, padding, stapling, tape binding (thermal binding), collating, comb binding, and coil binding: www.cmu.edu/tartanink
- Large printing jobs (greater than 50 pages) are not permitted. Printing larger jobs or multiple copies can result in suspension from computer use.
- Use double-sided prints whenever possible for paper and ink conservation.
• Transparencies, sticky back, and all other personally supplied media are expressly forbidden in the studio laser printers. Use of these types of materials will damage the equipment.
• Please recycle print paper.
• Please inform soa-it@andrew.cmu.edu if ink or toner is low in any SoA printer.

6.7.4 Studio-based Media
Both the second floor of CFA and the third floor of MMC have a 42” large-format color inkjet plotter, a flatbed scanner, and multiple black-and-white laser printers. There is also a 36” large format black and white laser plotter and scanner located in MMCH. SoA will provide plotter ink cartridges and paper, and laser toner cartridges and paper. Plotter paper will be provided in limited quantities. If the free plotter paper privilege is abused, students will be responsible for providing their own paper.

*Printing on the HP 42” studio plotters will now be done through a PC Kiosk using PDF files.

6.7.5 SoA Media Center
The Media Center is located in CFA 213. Equipment currently includes:
• Two HP Designjet plotters with 36” or 42” 24lb bright white bond paper and 36” or 42” HP Heavyweight coated paper
• HP Color Laser printer capable of Letter & 11”x17” plain paper, card stock or satin finish
• Canon high quality photo inkjet capable of up to 13”x19” in Matte or Gloss photo paper.

The Media Center will be staffed, and these services are available on a fee-basis and charged to the student’s university account.

We prefer to use in house paper with our equipment, if you have a special request please check with the Media Center beforehand. When submitting files to the Media Center, make sure PDFs do not contain multiple page sizes, if you require more than one size printed, please submit multiple files with like sizing. Please allow extra time if you are submitting a large print job, it is suggested to contact the media center before submitting a large print job. Files that are over 200mb can cause a plotter to crash, please make sure to optimize your files in Acrobat, un-optimized files will take two to three times as long to process on the plotters. Vector graphics will cause plotters to take much longer to print, if at all. Please rasterize files containing vector graphics. Please be attentive to your email after submitting files to the Media Center as we will email you if there are any issues with your submission. Canon photo printers are extremely slow, please contact the media center about printing on these printers.

Hours will be posted on the SoA website and on the door of the media center.
6.7.6 **CFA Multimedia Computer Labs**

The CFA Multimedia Computer Labs are located in CFA 317, 318, 321, and 323. Computing Services and the College of Fine Arts Dean’s Office jointly maintain the Computer Lab. These spaces have PC and Mac stations and are available to SoA students. Staffed hours change throughout the year, for up to date information please check www.cmu.edu/computing/labs. These spaces are not operated or supported by the SOA team. Direct any questions about these Labs to a Support Specialist. [it-help@cmu.edu](mailto:it-help@cmu.edu)

Multimedia equipment, such as video camcorders, DSLR still cameras, and many other devices, are available for lending in Hunt Library at the main circulation desk. For more information, see www.cmu.edu/computing/tes/computerlabs/lending.

6.7.7 **tech.soa**

Tech.soa (tech.soa.cmu.edu) is an ecosystem of architectural design technology resources offered to and by CMU SoA students, faculty, and staff. At this website you can register for upcoming workshops, contribute your own content, learn about the facilities, view useful tutorials, and utilize a repository of common references. In conjunction with tech.soa, the SoA also launched a Slack forum (cmusoa.slack.com) as a platform for more real time and organic discussion around SoA technology resources and general school culture.

6.8 **SOA COMMUNICATIONS**

A student’s failure to receive and read University communications delivered to their official email address in a timely manner does not absolve that student from knowing and complying with the content of such communications.

While students are allowed to redirect email from their official University email address to another address (e.g. `@gmail.com`), they do so at their own risk. The University is not responsible for the handling of email by other service providers. Having email redirected does not absolve students from knowing and complying with the content of the communication sent to their official University email address.

In addition to maintaining standard email etiquette, students are not allowed to use school distribution lists without first requesting permission. Students who wish to use these lists should contact Meredith Marsh [mamarsh@andrew.cmu.edu](mailto:mamarsh@andrew.cmu.edu).

You may check your email at any University or School computer. Individual classes and studios may have separate bulletin boards or Canvas sites on the campus network. To access the Canvas system, go to: [www.cmu.edu/canvas](http://www.cmu.edu/canvas).

6.8.1 **Announcements and Room Reservations**

The SoA community is encouraged to share events, news, announcements, and updates with
the Marketing & Communications team by completing the form at http://bit.ly/SoARoomReservation. All room reservations for student meetings, events, etc. must also be submitted through this form without exception. Submitting information through this form also allows students the opportunity to suggest content for the SoA newsletters, website, social media accounts, and calendars.

6.8.2 SoA Calendars

The SoA lists events on the SoA website calendar and on individual Google calendars for students, faculty, public events, and room reservations. The calendars are listed on the following pages on the SoA website:

- SoA Website Upcoming Events: soa.cmu.edu/events
- SoA Google Calendars: soa.cmu.edu/calendar

6.8.3 SoA Website

The SoA website, soa.cmu.edu, is a good source of information for SoA events, announcements, and course information.

6.8.4 Marketing Surveys

The SoA Marketing & Communications team sends out annual surveys to current students to collect feedback on the program. Stay tuned for information in SoA newsletters for the links to these surveys each year.

6.8.5 Weekly Email Newsletters

The School of Architecture shares news, upcoming events, reminders, and job opportunities in a weekly email newsletter to students. Students are responsible for reading this newsletter to know what is happening within the school.

6.8.6 Social Media

Students are encouraged to follow SoA on the school’s official social media accounts on Facebook, Twitter, Instagram, Vimeo, and Flickr under the handle @CMUSoA and on LinkedIn. These are the only social media accounts maintained by SoA; the SoA is not responsible for the content published by any other associated or non-associated account. These accounts serve a range of audiences, both internal and external, and do not comprehensively publish information necessary for students. As noted above, students must know and comply with all content of communications sent to their official University email address; social media does not act as a substitute for official email communication.
6.8.7 Vitrines

Display cases are located on the second floor of CFA by both stairwells and on the third floor of Margaret Morrison. A schedule of displays is coordinated with faculty from the School. Studio coordinators will work with their students to create displays in the vitrines and gallery spaces.

6.8.8 Message Boards

There are two message board locations maintained by the School of Architecture. Message boards are located in both of the stairwells outside the main studio of CFA 200. Two additional message boards are located on the third floor of Margaret Morrison by the elevator and between the staircases.

These message boards are for SoA communication only. They will include school announcements, important deadlines, community activities, conferences, lectures at other universities, scholarship information, and competition announcements. Students should check these message boards regularly for announcements and information.
Graduate Student Resources

2020-2021
Highlighted University Resources for Graduate Students
and
The WORD, Student Handbook

Key Offices for Graduate Student Support

Graduate Education Office
www.cmu.edu/graduate; grad-ed@cmu.edu
The Graduate Education Office provides central support for all Master’s and Doctoral students with a focus on their academic experience at Carnegie Mellon. The Graduate Education Office serves as a hub for connecting graduate students to relevant campus experts and resources to support their academic success, understanding of university level policies and practices and to assist them in advancing their personal and professional development.

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

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

The Graduate Education Office also works with the colleges and departments by informing and assisting in developing policy and procedures relevant to graduate students and working with departments on issues related to graduate students. Additionally we partner with many other offices and organizations, such as the Graduate Student Assembly, to support the holistic graduate student educational experience.
Office of the Dean of Students
https://www.cmu.edu/student-affairs/dean

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

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

Additional resources for graduate students include College Liaisons and the Student Support Resources team. College Liaisons are senior members of the Division of Student Affairs who work with departments and colleges addressing student concerns across a wide range of issues. College Liaisons are identified on the student SIO page in the Important Contacts list. The Student Support Resources team offers an additional level of support for students who are navigating any of a wide range of life events. Student Support Resources staff members work in partnership with campus and community resources to provide coordination of care and support appropriate to each student’s situation.

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

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

**Center for Student Diversity & Inclusion**
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

**Assistance for Individuals with Disabilities**
http://www.cmu.edu/disability-resources/
The Office of Disability Resources at Carnegie Mellon University has a continued mission to provide physical, digital, and programmatic access to ensure that students with disabilities have equal access to their educational experience. We work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students who would like to receive accommodations can begin the process through Disability Resources’ secure
online portal or email access@andrew.cmu.edu to begin the interactive accommodation process.
Students with physical, sensory, cognitive, or emotional disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations. Any questions about the process can be directed to access@andrew.cmu.edu, or call (412) 268-6121.

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

Graduate Student Assembly
www.cmu.edu/stugov/gsa/index.html
The Graduate Student Assembly (GSA) is the branch of Carnegie Mellon Student Government that represents, and advocates for the diverse interests of all graduate students at CMU. GSA is composed of representatives from the different graduate programs and departments who want to improve the graduate student experience at the different levels of the university. GSA is funded by the Student Activities Fee from all graduate students. GSA passes legislation, allocates student activities funding, advocates for legislative action locally and in Washington D.C. on behalf of graduate student issues and needs, and otherwise acts on behalf of all graduate student interests. Our recent accomplishments are a testament to GSA making a difference, and steps to implementing the vision laid out by the strategic plan. https://www.cmu.edu/stugov/gsa/About-the-GSA/Strategic-Plan.html.
GSA offers an expanding suite of social programming on and off-campus to bring graduate students from different departments together and build a sense of community. GSA is the host of the Graduate Student Lounge on the 3rd floor of the Cohon University Center - a great place to study or meet up with friends. GSA also maintains a website of graduate student resources on and off-campus. Through GSA’s continued funding for professional development and research conferences, the GSA/Provost Conference Funding Program and GSA/Provost GuSH Research Grants are able to run, as managed by the Graduate Education Office. As we move forward, GSA will continue to rely on your feedback to improve the graduate student experience at CMU. Feel free to contact us at <gsa@cmu.edu> to get involved, stop by our office in the Cohon University Center Room 304 or become a representative for your department.

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

Veterans and Military Community
http://www.cmu.edu/veterans/
Military veterans are a vital part of the Carnegie Mellon University community. Graduate students can find information on applying for veteran education benefits, campus services, veteran’s groups at CMU, and non-educational resources 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.

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 areas below:

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

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

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

**Policy Against Retaliation**

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

Additional details regarding the Policy Against Retaliation are available at https://www.cmu.edu/policies/administrative-and-governance/whistleblower.html
**Key Offices for Academic & Research Support**

Computing and Information Resources
www.cmu.edu/computing

Computing Services maintains and supports computing resources for the campus community, including the campus wired and wireless networks, printing, computer labs, file storage, email and software catalog. As members of this community, we are all responsible for the security of these shared resources. Be sure to review the Safe Computing (https://www.cmu.edu/computing/safe/) section and the University Computing Policy (https://www.cmu.edu/policies/information-technology/computing.html)

Visit the Computing Services website (https://www.cmu.edu/computing/) to learn more. For assistance the Computing Services Help Center is available at 412-268-4357 (HELP) or it-help@cmu.edu.

**Student Academic Success Center**
https://www.cmu.edu/student-success/

Student Academic Support Programs

**Tartan Scholars**

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

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

**Learning Support**
• **Supplemental Instruction**: Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions. The SI program provides regularly scheduled review sessions on course materials outside the classroom. SI is a non-remedial approach to learning as the program targets high-risk courses and is available in select courses based on data related to past student performance and feasibility.

• **Peer Tutoring**: Weekly Tutoring Appointments are offered in a one-on-one and small group format to students from any discipline who need assistance with a course that may not be supported by our other services. Weekly appointments give students the opportunity to interact regularly with the same tutor to facilitate deeper understanding of concepts. Students can register online through the Student Academic Success website.

• **Academic Coaching**: Academic Coaching provides holistic one-on-one peer support and group workshops to help students find and implement their conditions for success. We assist students in improving time management, productive habits, organization, stress management, and study skills. Students will request support through the Academic Success Center website and attend in-person meetings or meet using video and audio conferencing technology to provide all students with support.

• **“Just in Time” Workshops**: The Student Academic Success team is available to partner with instructors and departments to identify skills or concepts that would benefit from supplemental offerings (workshops, boot camps) to support students’ academic success and learning. We are eager to help convene and coordinate outside of the classroom skill-building opportunities that can be open to any student interested in building skill or reinforcing course concept mastery.

• **Study Partners**: Support for students to create and benefit from their own study groups: The Student Academic Success team assists students in forming and benefiting from peer study groups, whereby all students can reap the benefits of peer-to-peer learning, student agency, and collaboration skill development. Staff from the Student Academic Success Center will be made available to instructors and students to assist with the formation of peer-led study groups. This level of support is open to any course where the instructor requests or agrees such support is appropriate and students are interested in both leading and participating.

*Language and Cross-cultural Support*
More than 60% of graduate students at Carnegie Mellon are international students, and others are nonnative speakers of English who have attended high school or undergraduate programs in the US. Many of these students want to hone their language and cross-cultural skills for academic and professional success. Students can choose from sessions on
- how to give a strong presentation,
- writing academic emails,
- expectations and strategies for clear academic writing,
- how to talk about yourself as a professional in the U.S.,
- developing clearer pronunciation,
- using accurate grammar,
- building fluency, and more.
- Students can make an appointment with a Language Development Specialist to get individualized coaching on language or cross-cultural issues.

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

**University Libraries**
[www.library.cmu.edu](http://www.library.cmu.edu)
The University Libraries offers a wide range of information resources and services supporting graduate students in course-work, research, teaching, and publishing. The library licenses and purchases books, journals, media and other needed materials in various formats. Library liaisons, consultants and information specialists provide in-depth and professional assistance and advice in all-things information - including locating and obtaining specific resources, providing specialized research support, advanced training in the use and management of data. Sign up for workshops and hands-on topic-specific sessions such as data visualization with Tableau, cleaning data with OpenRefine, and
getting started with Zotero. Weekly drop-in hours for Digital Humanities and for Research Data Research Management are scheduled during the academic year. Start at the library home page to find the books, journals and databases you need; to identify and reach out to the library liaison in your field; to sign up for scheduled workshops; and to connect with consultants in scholarly publishing, research data management, and digital humanities.

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

Office of Research Integrity & Compliance
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, and institutional animal care & use. ORIC also provides consultation, advice, and review of allegations of research misconduct.

Key Offices for Health, Wellness & Safety

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

Health Services
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. Appointments can be made by visiting UHS’s website, walk-in, or by telephone, 412-268-2157.

Campus Wellness
https://www.cmu.edu/wellness/
At Carnegie Mellon, 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. Sign up for the Be Well monthly newsletter via https://bit.ly/BeWellNewsletter or by contacting the Program Director for Student Affairs Wellness Initiatives, at alusk@andrew.cmu.edu.
Religious and Spiritual Life Initiatives (RSLI)
www.cmu.edu/student-affairs/spirituality
Carnegie Mellon is committed to the holistic growth of our students, including creating opportunities for spiritual and religious practice and exploration. We have relationships with local houses of worship from various traditions and many of these groups are members of CMU’s Council of Religious Advisors. We also offer programs and initiatives that cross traditional religious boundaries in order to increase knowledge of and appreciation for the full diversity of the worldview traditions. Our RSLI staff are here to support students across the spectrum of religious and spiritual practice and would be more than happy to help you make a connection into a community of faith during your time at CMU.

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 (entrance is on Filmore Street). The department’s services include police patrols and call response, criminal investigations, fixed officer and foot officer patrols, event security, and crime prevention and education programming as well as bicycle and laptop registration. Visit the department’s website for additional information about the staff, emergency phone locations, crime prevention, lost and found, finger print services, and annual statistic reports.

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/annualreports/.

Shuttle and Escort Services
Parking and Transportation coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. The Shuttle & Escort website has full information about these services, stops, routes, tracking and schedules.
The WORD
http://www.cmu.edu/student-affairs/theword/

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

Carnegie Mellon Vision, Mission
Statement of Assurance
Carnegie Code

Academic Standards, Policies and Procedures
   Educational Goals
   Academic and Individual Freedom
   Statement on Academic Integrity Standards for Academic & Creative Life
   Assistance for Individuals with Disabilities
   Master’s Student Statute of Limitations
   Conduct of Classes
   Copyright Policy
   Cross-college & University Registration
   Doctoral Student Status Policy
   Evaluation & Certification of English Fluency for Instructors
   Final Exams for Graduate Courses
   Grading Policies
   Intellectual Property Policy
   Privacy Rights of Students
   Student’s Rights
Research

Human Subjects in Research
Office of Research Integrity & Compliance
Office of Sponsored Programs
Policy for Handling Alleged Misconduct of Research
Policy on Restricted Research

Tax Status of Graduate Student Awards

Campus Resources & Opportunities
Alumni Relations
Assistance for Individuals with Disabilities
Athletics, Physical Fitness & Recreation
Carnegie Mellon ID Cards and Services
Cohon University Center
Copying, Printing & Mailing
Division of Student Affairs
Domestic Partner Registration
Emergency Student Loan Program
Gender Programs & Resources
Health Services
Dining Services
The HUB Student Services Center
ID Card Services
Leonard Gelfand Center
LGBTQ Resources
Multicultural and Diversity Initiatives
Opportunities for Involvement
Parking and Transportation Services
Shuttle and Escort Services
Spiritual Development
University Police
Student Activities
University Stores

Community Standards, Policies and Procedures
Alcohol and Drugs Policy
AIDS Policy
Bicycle/Wheeled Transportation Policy
Damage to Carnegie Mellon Property
Deadly Weapons
Discriminatory Harassment
Disorderly Conduct
Equal Opportunity/Affirmative Action Policy
Freedom of Expression Policy
Health Insurance Policy Immunization Policy
Missing Student Protocol
Non-Discrimination Policy
On-Campus Emergencies
Pets
Political Activities
Recycling Policy
Riotous and Disorderly Behavior
Safety Hazards
Scheduling and Use of University Facilities
Sexual Harassment and Sexual Assault Policy
Smoking Policy
Student Accounts Receivable and Collection Policy and Procedures
Student Activities Fee
Student Enterprises
Workplace Threats and Violence Policy
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

...
# Sample List of Courses Taken/In Progress

## Completed Courses & Credits

*(excluding independent studies)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F20</td>
<td>15-462</td>
<td>Computer Graphics</td>
<td>12</td>
<td>3.33</td>
</tr>
<tr>
<td>F20</td>
<td>21-259</td>
<td>Calculus in 3D</td>
<td>9</td>
<td>3.67</td>
</tr>
<tr>
<td>S21</td>
<td>48-721</td>
<td>Building Control &amp; Diagnostics</td>
<td>12</td>
<td>4.0</td>
</tr>
</tbody>
</table>

## Courses in Progress

*(excluding independent studies)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F20</td>
<td>48-749</td>
<td>Special Topics in CD</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>F20</td>
<td>48-760</td>
<td>Advanced Computer Modeling</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

## Independent Studies

<table>
<thead>
<tr>
<th>Date</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F20</td>
<td>48-XXX</td>
<td>Independent Study</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>S21</td>
<td>48-XXX</td>
<td>Independent Study</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
**Milestones**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Exam</td>
<td>__________________________</td>
</tr>
<tr>
<td>Thesis Proposal</td>
<td>__________________________</td>
</tr>
<tr>
<td>Thesis Defense</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**Publications**

(List all publications here)

- 
- 
- 
-
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 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. 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 middle-ware, 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.
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:

NAME PRINCIPAL ADVISOR DATE

NAME ____________________ DATE __________________

NAME ____________________ DATE __________________

NAME ____________________ DATE __________________

NAME ____________________ OBSERVER DATE __________________
POST-CONDITIONS (continued):
School of Architecture  
College of Fine Arts  

PhD Thesis Proposal  

Carnegie Mellon University  

<table>
<thead>
<tr>
<th>STUDENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE:</td>
</tr>
<tr>
<td>PROPOSAL DATE:</td>
</tr>
<tr>
<td>OUTCOME: PASS</td>
</tr>
<tr>
<td>DOCTORAL COMMITTEE:</td>
</tr>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>NAME [ AFFILIATION]</td>
</tr>
<tr>
<td>NAME [ AFFILIATION]</td>
</tr>
<tr>
<td>NAME [ AFFILIATION]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>CHAIR</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

77