

Department of English

Graduate Policy Handbook

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Degrees Offered

Ph.D. IN LITERARY AND CULTURAL STUDIES

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

Requirements

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

- Complete, with a cumulative GPA of at least a B, 72 hours (216 units) of approved course work. (Note that students with previous graduate training may petition the Graduate Committee for approval of transfer credit. See the relevant policy.) Required course work includes:
 - Introduction to Cultural Studies (formerly Literary and Cultural Studies I)
 - two additional courses that have theory as a major focus
 - two courses that have a historical period as a major focus, including one course that deals with an area “outside” of the period in which you will be working for your dissertation
 - two semesters of the teaching internship
- Pass the first-year review and subsequent annual reviews
- Complete the language requirement
- Present a public paper
- Pass the Ph.D. qualifying exam
- Develop a satisfactory dissertation prospectus
- Complete and successfully defend a Ph.D. dissertation

Full-Time Status

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

Teaching Internship

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

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

- responding to student writing
- evaluating and grading student performance

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

Grades

To receive the degree, students must have a cumulative grade point average of at least a B. See the “Academic Good Standing” policy for further detail.

Master’s Option

A student who enters the Ph.D. program may receive an M.A. in English following the successful completion of 24 hours (72 units) of Carnegie Mellon graduate study. Consult with the Coordinator of Academic Programs about the procedure for doing this.

Degrees Offered
Ph.D. in RHETORIC

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

Requirements

In order to receive a Ph.D. in Rhetoric, a student must do the following,

- Complete, with cumulative GPA of at least a B, 72 hours (216 units) of approved course work. (Note that students with previous graduate training may petition the Graduate Committee for approval of transfer credit. See the relevant policy.) Required coursework includes
 - five designated core courses during the first two years of the program:
 - History of Rhetoric
 - Contemporary Rhetorical Theory
 - Discourse Analysis
 - Theories of Language for Rhetorical Study
 - History, Theory, and Practice of Writing Instruction
 - Elective classes of individual interest selected in consultation with the student's advisor to mesh with the student's research interests. These may come from existing course offerings in the graduate program, either inside or outside the English Department.
 - One Directed Study (76-800) in which a student does original research in collaboration with or under the supervision of a Rhetoric faculty member. This may involve working with the faculty member on that person's research, or it may involve pilot or exploratory research of the student's own, conducted under close faculty supervision.
 - two semesters of the teaching internship
- Submit first-year review and subsequent annual reviews
- Complete the Research Tool Requirement
- Present a public paper by the end of the second year of Ph.D. coursework.
- Pass the Ph.D. qualifying exam
- Develop a satisfactory dissertation prospectus
- Write and successfully defend a Ph.D. dissertation

Full-Time Status	To maintain full-time status in the Ph.D. program, a student must take a minimum of 12 credit hours (36 units) per semester.
Teaching Internship	<p>In addition to taking the required core courses, students must teach at least <i>two semesters</i> and take the Teaching Internship class during the first two semesters that they teach. The internship is designed to provide resources, supervision, and evaluation of the teaching experience. Material covered in the internship includes:</p> <ul style="list-style-type: none">▪ applying rhetorical and cultural theory to the teaching of writing and reading▪ applying university and departmental regulations to the conduct of classes▪ developing and using a syllabus▪ conducting classes▪ responding to student writing▪ evaluating and grading student performance <p>Students who have extensive prior teaching experience may petition to have the teaching internship and/or teaching requirement waived.</p>
Research Emphasis	Beginning with the second semester of the Ph.D. program, the student and his or her advisor should design a coherent program of study to meet the student's scholarly objectives.
Grades	To receive the degree, students must have a cumulative grade point average of at least a B. See the "Academic Good Standing" policy for further detail.
Master's Option	A student who enters the Ph.D. program without an M.A. may receive an M.A. in English following the successful completion of 24 hours (72 units) of Carnegie Mellon graduate study. Consult with the Coordinator of Academic Programs about the procedure for doing this.

Degrees Offered
M.A. IN ENGLISH

The Master of Arts in English offers two distinct areas of concentration. Students apply to one or the other program, though they may take courses across programs with their advisors' approval.

- Rhetoric—is distinctive in its interdisciplinary, multi-methodological approach to rhetorical research and pedagogy. The methods of linguistics, cultural studies, psychology, philosophy, literary theory, and history are brought to bear on the processes of creating and interpreting discourse, the principal focus of rhetorical studies at Carnegie Mellon.
- Literary and Cultural Studies—introduces students to some of the major texts and discussions that have shaped literary and cultural theory. It focuses on the study of culturally significant texts and the historical and ideological conditions under which they were produced and received. The degree is designed to prepare students for doctoral work in English and Cultural Studies programs in the U.S. and abroad. Though the Ph.D. program in LCS occasionally accepts an M.A. LCS student into the program, there is no “official” relationship between the M.A. and Ph.D. programs in LCS at Carnegie Mellon. Students in the M.A. program should not expect to be placed in the Ph.D. program, and they should only apply for the Ph.D. program in LCS at Carnegie Mellon if they are sure that their research interests are an exceptionally good fit with the program. Students undecided about their plans for doctoral work in English can use this one-year degree program to help them make an informed decision. Still others will want to make use of this year of study to help them understand literature and culture in order to take up careers in professional, corporate, or public sector work.

Students should consult with their advisor to select a course of study consistent with their educational and vocational goals.

Requirements *The Master of Arts in English with Rhetoric Concentration*

The Rhetoric Concentration requires a minimum of 24 credit hours (72 units) of required and elective course work, 18 credit hours (54 units) of which must be in rhetoric courses approved by the student's advisor. Rhetoric M.A. students normally take courses for 3 credit hours (9 units). Under exceptional circumstances, Rhetoric M.A. students may take courses for 4 credit hours (12 units) with their advisor's approval. Of the 24 credit hours, no more than 6 credit hours (18 units) may be in independent study (76-900).

***The Master of Arts in English with Literary and Cultural Studies (LCS)
Concentration***

The Literary and Cultural Studies Concentration requires a minimum of 24 credit hours (6 courses of 4 credit hours [12 units] each), and these must be composed of at least 4 courses in LCS (these are courses taught by LCS faculty or adjuncts). Two of the six courses may be taken from Rhetoric faculty, and one of the six courses may be taken: (1) in another department in the college of H&SS (with permission of that instructor); (2) in an English or Cultural Studies course at the University of Pittsburgh (with the permission of that instructor); or (3) as independent study (76-901), with the permission of that instructor.

Grades

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

Degrees Offered

M.A. IN PROFESSIONAL WRITING

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

Requirements

The three-semester program requires:

- 12 courses, including six required core courses and six electives for a minimum of 38 credit hours (114 units)
- a one-credit (3 units) professional seminar taken during the first semester
- a professional internship, usually completed in the summer between the second and third semesters but occasionally extending to six months or a year

Required Core Courses

MAPW students must complete the following six required core courses:

- 76-870 Professional and Technical Writing (9 units)
- 76-789 Rhetorical Grammar (9 units)
- 76-890 Style (9 units)
- 51-761 Communication Design Fundamentals (12 units)
- 76-880 Document Design (12 units)
- 76-720 Organizational Communication (9 units)

Elective Courses

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

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

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

**Optional
Concentration
Areas**

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

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

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

**Professional
Internship**

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

MAPW 4+1

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

Courses in Other Departments MAPW students may, with the approval of the program director and subject to availability and prerequisites as determined by the sponsoring department, include courses in other Carnegie Mellon schools and departments in their elective courses. Students should consult with the program director before enrolling in such courses. The main criterion for approval will be relevance to the overall plan of study.

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

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

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

Degrees Offered

MLitt IN INVESTIGATIVE JOURNALISM

The MLitt in Investigative Journalism is offered as an extension of the MAPW through a unique partnership between Carnegie Mellon and the University of Strathclyde in Scotland. The degree weaves the broadly foundational skills of the MAPW with hands-on training in the history and methods of both traditional and investigative reporting in the US and the UK. MAPW students select this option upon entrance to the program. They complete their first 2 semesters at CMU, do a journalism-focused internship in the summer between their 2nd and 3rd semesters, spend their 3rd semester studying Investigative Journalism at Strathclyde, and return to CMU for their 4th semester during which they complete both an original investigative project and a related thesis. Students in this option receive two degrees: the MA in Professional Writing and the MLitt in Investigative Journalism.

Requirements

The four-semester program requires:

- 12 courses, including eight required core courses and four electives for a minimum of 38 credit hours (114 units). Four of these courses (minimum of 36 units) are taken at Strathclyde.
- a one-credit (3 units) professional seminar taken during the first semester
- a journalism internship, usually completed in the summer between the second and third semesters but occasionally extending to six months or a year
- a substantive investigative journalism project and related thesis completed during the 4th and final semester (5 units).

Required Core Courses

MAPW/IJ students must complete the following 8 core courses:

- Professional and Technical Writing (9 units)
- Rhetorical Grammar (9 units)
- Style (9 units)
- Document Design or On-Line Information Design (12 units)
- Introduction to Journalism (9 units) *
- Advanced Journalism (9 units) *
- Investigative Journalism History & Theory (9 units)
- Investigative Journalism Methods (9 units)

* Students entering the MAPW with sufficient journalism

experience (as assessed by the faculty and generally defined as a combination of coursework plus college newspaper and/or internship experience on a daily newspaper) may receive permission to replace Introduction to Journalism and/or Advanced Journalism with elective options as described below.

Elective Courses MAPW/IJ students must also complete 4 advisor-approved elective courses of 9 to 12 units each, 2 taken at CMU and 2 at Strathclyde. As indicated above, students with sufficient prior coursework and experience in journalism may be granted permission to replace one or both of the required journalism core courses with additional electives. All electives taken at CMU are chosen from a specified set of courses particularly relevant to IJ. Elective options include courses in both the English Department and other units of H&SS and are compiled and advertised each semester. Journalism electives taken at Strathclyde are chosen from the list of available courses provided each fall.

Journalism Internship MAPW/IJ students must complete a journalism internship. These internships are generally completed in the summer between the student's second and third semester of course work and encompass 10 to 12 weeks. Internships may also extend to six months or, as warranted, up to one year. The minimum time requirement for the internship is the equivalent of 8 weeks of full-time work or 320 hours. Students must submit both an internship report and a letter of confirmation/evaluation from their internship supervisor to receive credit for this requirement.

Investigative Project During their 4th semester, students conceive, propose, and complete a substantive investigative journalism project suitable for publication. Given the unpredictable nature of IJ and the time often needed to bring a major project to fruition, students are not required to actually publish the work, but the work should, at a minimum, establish the foundation for future publication.

Thesis Also during their 4th semester, students conceive, propose, and complete a thesis on an advisor-approved topic in journalism related to their investigative project.

4+1 IJ Option For MAPW 4+1 students, the IJ adds a second full year (and a second degree) to their studies. Through a combination of the 4 courses from their undergraduate study for which they get credit toward the MAPW degree and their first year of coursework, they fulfill the 6 core requirements for the IJ option offered at CMU – Professional & Technical Writing, Grammar, Style, Document or On-Line Information Design, Intro to Journalism, and Advanced Journalism. Any remaining course slots will be filled with electives in English and other H&SS units chosen from a specified set of courses particularly relevant to IJ. Requirements for the internship, the Strathclyde semester, the IJ project, and the thesis also apply.

Academic Requirements**GRADING**

The following grading system has been established university-wide by Carnegie Mellon for all graduate students.

<i>Grade</i>	<i>Quality Points</i>
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
R	0.00
X	0.00
S	Non-factorable units (Satisfactory)
P	Non-factorable units (Passing)
R	Non-factorable units (Failure)
O	Audit
W	Withdrawal
I	Incomplete
AD	Credit granted for work completed at another institution or exam credit

Note Pass/fail policies for graduate students vary, and students are advised to check with their individual college, department, or program for details. Minimum passing grades in graduate courses are determined by department and college policy. Any course that a graduate student completes will be graded using this scale. This includes undergraduate courses taken by graduate students as well as special students taking graduate courses.

Incompletes

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

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

This form is to be given to the coordinator of academic programs at the time that grades are submitted for the semester.

Academic Requirements

ACADEMIC GOOD STANDING

In order to maintain good academic standing, **M.A. and MAPW students** must meet the following criteria:

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

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

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

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

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

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

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

During course work: Ph.D. students must:

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

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

- **Qualifying exam.** To remain in good standing, full-time students must take the qualifying exam within 12 months of completing course work. For example, if a student finishes course work in the Spring 2007 semester, the student must take the qualifying exam by the end of the Spring 2008 semester. If there are such mitigating circumstances such as medical leave, family leave, etc., students may petition the relevant program faculty (Rhetoric or LCS) for an extension. (LCS students may petition the LCS faculty for a single four-month extension without demonstrating mitigating circumstances.) Petitions should be submitted along with the Annual Review form. The program faculty, acting as a committee of the whole, will decide whether an extension can be granted. Students who fail the qualifying exam must retake it within 12 months after the first attempt.
- **Dissertation prospectus.** To remain in good standing, full-time students must submit the dissertation prospectus, approved by the student’s dissertation committee, to the Graduate Committee within 12 months of passing the qualifying exam. For example, if a student passes the qualifying exam in the Spring 2008 semester, the student must submit the dissertation prospectus by the end of the Spring 2009 semester. If there are mitigating circumstances such as medical leave, family leave, etc., the student may petition the relevant program faculty (Rhetoric or LCS) for an extension. Petitions should be submitted along with the Annual Review form.
- **Satisfactory progress toward completing the dissertation.** In order to remain in good standing, the student’s committee members and program faculty must agree that the student is making satisfactory progress toward completing the dissertation. Progress will be reviewed annually. (See the “Annual Review after the First Year” policy.) Progress will normally be gauged by the student’s adherence to a plan for submitting work that the student creates with the dissertation committee. The dissertation committee chair will report to the program

faculty on the student's progress toward the degree. The student will also submit a brief report as part of the annual review.

- **Note on “ABD” status.** Once a student finishes course work, the student should be moved to ABD status for administrative reasons. (This does not correspond to what “ABD” means in the profession at large, where a Ph.D. student is not considered ABD [“All But Dissertation”] until the dissertation prospectus has been accepted.) Carnegie Mellon allows a maximum of *seven years* of doctoral degree candidacy once a student is listed as ABD in the university's records. If you make satisfactory progress as described above, the seven-year limitation allows for at most *five years of dissertation work*. Once the seven years have lapsed, the student may resume work toward a Ph.D. only by reapplying to the relevant program (Rhetoric or LCS). See the Carnegie Mellon University Graduate Student Handbook for details.
- **Expectations of faculty.** At all stages, Ph.D. students should normally be able to expect that faculty members will read and comment on their work (draft exam petitions, prospectuses, dissertation chapters, etc.) within two to three weeks. (There may be exceptions, but faculty members should make the student aware of the reasons for exceptions, and the student and the faculty member should agree on a response deadline.) If the student experiences repeated difficulty in getting prompt responses to work, the student should talk to the relevant program director (Rhetoric or LCS) or ask another faculty member to do so. If the problem lies with the program director, talk to another faculty member.
- **Probationary status.** Students who fall out of good standing at any point in the Ph.D. program will be placed on *probationary status*. These students will work with the Graduate Committee and with their advisors to rectify the situations that have led to probation. During a semester of probationary status, the student will remain eligible for tuition remission and a teaching or research assignment.
 - If, by the end of the semester, the student meets the criteria for good standing, the student will be removed from probationary status and returned to good standing. The relevant program director (Rhetoric or LCS) will write a letter to this effect to the student, with a copy to be placed in the student's file.
 - If, by the end of the semester, the student fails to meet the criteria for good standing, the student will be dropped from the program.

A student who has been dropped from the program under the above provisions may petition the appropriate program director (Rhetoric or LCS) for one semester of *extended probationary status*. The program faculty, acting as a committee of the whole, may place the

student on extended probationary status for one semester. During a semester of extended probationary status, the student is ineligible for tuition remission and fellowship support.

A student who has been dropped from the program at the end of one semester of extended probationary status may petition the appropriate program director (Rhetoric or LCS) for one further semester of extended probationary status. The program faculty, acting as a committee of the whole, may place the student on extended probationary status for one further semester.

A student who accumulates 24 months on probationary status through multiple lapses of good standing will be dropped from the program. Students who have been dropped from the program after accumulating 24 months on probationary status may petition the Graduate Committee for a one-semester extension if they have evidence of extraordinary mitigating circumstances that have not already been considered. If this petition is unsuccessful, the student may follow the normal departmental and college grievance procedures.

Academic Requirements

TRANSFER OF CREDIT FROM M.A. PROGRAM

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

A Ph.D. student should normally request the transfer of up to 24 semester credit hours or 72 units for completed graduate-level courses. For each course transferred, the student must have earned a grade of B or higher (a B- will not transfer). Up to 24 credit hours received in the M.A. in English or MAPW programs will count toward the 72 hours required for the Ph.D.

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

General Information

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

- Of the 24 credit hours that a student may petition to transfer, up to 12 credit hours may be for work of general relevance to the student's field of study. The student must submit the necessary documentation for these courses (see below) but need not include a specific argument for their transfer.
- For all additional credit hours, up to the maximum of 24 credit hours (72 units), a student must submit both the necessary documentation and a brief statement explaining the specific relevance of the course work to his or her current degree program.

Deadline

Ph.D. students may petition for the transfer of previous course credit after the first year but must do so prior to taking the qualifying exam.

Procedure

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

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

Petition

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

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

Note

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

Academic Requirements

WAIVER OF PROGRAM REQUIREMENTS

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

General Information

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

Deadline

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

Procedure

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

1. Write a petition in accordance with the guidelines highlighted in the “Petition” section below.
2. Provide a copy of the petition to his or her advisor for review and signature.
3. Submit the signed petition to the Graduate Committee for review and approval via the graduate director.

Petition

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

1. The student’s name and degree program.
2. A statement at the top of the page identifying the petition as a request for the waiver of a program requirement.
3. The titles of both the course to be waived and the course proposed as a program substitute.
4. Information about the course being proposed as a substitute for the program requirement:
 - course number, title, number of credits received, and whether credits were semester or quarter hours
 - school at which the course was taken
 - degree program enrolled in at the time the course was taken

- semester and year the course was taken
 - grade received
 - brief description of the course
5. An argument that explains how the course is the close equivalent of the required course for which it is being proposed as a substitute. (Note: When providing an explanation, keep in mind that the Graduate Committee is composed of faculty and students with diverse backgrounds who may not be aware of the content of courses taken in another degree program.)
 6. Advisor's signature.
 7. A copy of the student's transcript documenting the completion of courses identified in the petition.

Academic Requirements
INDEPENDENT STUDY

Independent Study (76-900 or 76-901) is designed to provide students with an opportunity for intensive study of a subject that is either unavailable or insufficiently covered in regular course work.

Independent study is not intended to substitute for existing courses, but to provide the opportunity for a specialized educational and research experience.

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

Approval Students arranging Independent Study programs must:

1. Get approval from their advisor before electing course 76-900/76-901.
2. Draw up a contract with the supervising faculty member that describes in detail the course and its requirements. A copy of this should be given to the coordinator of academic programs.

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

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

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

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

Ph.D. students in Rhetoric or LCS may elect up to a total of 8 credit hours (24 units) of Independent Study in addition to any Independent Study units that they completed as M.A. students (or in their first year in the program if admitted without an M.A.).

Academic Requirements
DESCRIPTIONS OF REQUIRED COURSES

**Ph.D. in Literary
and Cultural
Studies**

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

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

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

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

Ph.D. in Rhetoric

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

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

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

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

Theories of Language for Rhetorical Study. This course is a one-semester introduction to theories of language and their implications for theories of rhetoric. The course covers theories of language underlying some of the major strands of empirical and philosophical studies of language, including Saussurean structuralism and approaches branching out from structuralism, such as generative grammar, cognitive linguistics, speech act theory, semiotics, and post-structuralist linguistic theory. The course supplements the study of rhetoric, the effective use of language, with the study of how language itself has been conceived and constructed through the ages. Its significance lies in tracing the uneasy border

between language use and language structure, that is, between rhetoric and grammar.

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

**M.A. in
Professional
Writing**

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

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

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

Style. This course is designed to help students develop the professional judgment to make stylistic choices appropriate for particular audiences and contexts and the skill to implement those choices. Students develop a vocabulary of style, assess the effect of stylistic choices on readers, and become better editors of their own writing and that of others. The intellectual foundation for the course is derived

from the “Plain English” movement; its principles help both professional and non-professional writers achieve clarity, precision, coherence, and conciseness in their writing.

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

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

Organizational Communication. This course, which provides an overview of the field of organizational communication, focuses on the intersection of organizational structures and the communication strategies writers need to work successfully within them. The content blends the conceptual with the practical, with topics including the attributes of effective communicators; the communication skills needed for varied organizational roles (colleague, subordinate, team member or lead, manager, consultant); techniques for performance review and management, conflict situations, and changing work environments; and ways to build workplace credibility and navigate both the formal organizational structures and embedded informal social networks. The course also explores issues such as communicating across generations and cultures, communicating externally, and communicating through technology. While this requirement is typically fulfilled through this specific course, students may, with advisor permission, substitute 91-800 Organizational Management offered through the Heinz School of Public Policy.

MLitt in Investigative Journalism The following are the 8 required core courses for the MLitt in Investigative Journalism. Courses with titles only are described in the preceding section on the MAPW core courses.

Professional & Technical Writing

Rhetorical Grammar

Style

Document Design

On-Line Information Design. This course includes the major theories, methodologies, research, and practices of on-line information design and prepares students to research, plan, develop, and user-test informational websites. Topics include methods for exploring users' needs and tasks (interviews, observation); the major elements of effective web site design (information architecture, navigation, labeling, search design and features, and visual design); methods and artifacts of iterative design; and methods for evaluating and reporting on a design's usability. The course includes a web design project as well as a lab section featuring the fundamentals of HTML, images, tables, interactive forms, web interfaces to databases, and basic Javascripting

Introduction to Journalism. This class introduces the fundamental skills of interviewing, reporting, writing, and copyediting. It begins with the basics: conducting research and interviews, the importance of accuracy, striving for objectivity, and judging newsworthiness. Because the key to learning to write effectively is practice, the class features seven major writing assignments involving current events and covering various types of news writing. The course also examines issues and trends affecting journalism today, including the ways in which evolving news forms – 24-hours news cycles, cable news, streaming video, blogs, etc – shape and influence newspaper reporting and the news industry.

Advanced Journalism. This continuation of a two-course sequence emphasizes further refinement of the skills introduced in Introduction to Journalism. The course explores both the craft of writing journalistic non-fiction and the history and evolving practice of journalism in the US. A major focus is the study of the 6 major genres of journalistic

nonfiction: the trend story, the profile, the explanatory, the narrative, the point-of-view, and the investigative. Students study all 6 then choose 4 of for which they research and write extended articles aimed at specific publications and are encouraged and assisted in finding outlets to publish their polished work. Additional assignments include writing exercises and a research paper on issues in contemporary journalism. The course also examines the evolution of journalism in the digital age and its impact on the media landscape, particularly print.

Investigative Journalism History & Theory – Strathclyde

Investigative Journalism has a specific and unique history. This class traces its development from the late 19th century, through the 1950s and into the late 20th century. The class explores how certain individuals had a powerful impact upon the category of journalism that specialised in investigations. It shows how political, social and economic issues impacted investigations, and highlights the importance of the Watergate investigation in a trans-Atlantic context. It also traces the UK roots of the craft of investigative journalism, paying particular attention to its 1970s TV profile, through to the 1990s political role. The projected issues, platforms and driving forces of the genre in the 21st century are also dealt with.

Investigative Journalism Methods

This class offers advanced training in the skills, tactics and techniques of investigative research. It is aimed at those interested in undertaking their own independent research on both public and private institutions and organizations in society. The class emphasizes the policy relevance of investigative research and offers a grounding in the legal, procedural and practical issues raised by this form of research. The course will generally be taken at Strathclyde during the 3rd semester but may also on occasion be offered at CMU during the 4th semester and in conjunction with the IJ project and thesis.

Academic Requirements
CROSS-REGISTRATION FOR COURSES

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

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

Restrictions Students may take up to three courses at other universities, with the consent of their advisors. To take more, the student must petition the Graduate Committee.

**Additional Requirements for the Ph.D.
FIRST-YEAR REVIEW**

By the end of a Ph.D. student's second semester in the program, a first-year review will be conducted by the faculty to evaluate the student's performance and to help the student plan a focused course of study.

Student Input

Content. With the assistance of his or her advisor, the student will write and submit a brief statement that describes his or her:

- plans for remaining course work (including courses and language/research tool requirement)
- areas of interest for specialization and research

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

Date. This statement is due by **April 15**. For students admitted in January, this statement is due by **November 15**.

Faculty Input

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

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

Date. These forms are completed by faculty by **April 15**. For students admitted in January, faculty evaluations will be completed by **November 15**.

Meetings

Program Faculty. All statements and evaluation forms go to the faculty members of the student's program (Rhetoric or LCS) for review. The program faculty meet, normally before the final day of classes for the semester, to evaluate the student on the basis of the faculty evaluation forms referred to above as well as the student's completion of course work, grades in course work, teaching performance, and the student's statement. A negative evaluation, which will result in the student being told by his or her advisor that he or she can no longer continue in the program, can be made only if the student has incomplete work and/or at least one grade below B (that is, B- or lower).

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

Date. First-year review meetings will be held in May.

**Additional Requirements for the Ph.D.
ANNUAL REVIEW AFTER THE FIRST YEAR**

After the first year, Ph.D. students will be reviewed annually to encourage them to make satisfactory progress through the program and to help them deal with any difficulties that they are encountering. Annual reviews will also provide faculty with evidence about students' academic standing. Each Ph.D. student must submit an annual review report every year by April 15, using the form reproduced below. (This template will be circulated as a .doc file every year.) The faculty of the program in which the student is enrolled (LCS or Rhetoric) will be expected to meet before the final day of classes to discuss Annual Reviews. Faculty will not provide written input but will be asked to comment at the meeting on the progress of students with whom they work.

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

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

Please return this form to the Coordinator of Academic Programs by April 15.

Your name: _____

Your program: LCS Are you: Full time
 Rhetoric Part time

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

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

Who is your advisor? _____

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

In what semester and year (e.g., Fall, '08) did you complete each of the following steps?

- First year of coursework (including incompletes) _____
- Second year of coursework (including incompletes) _____
- Third year of coursework (including incompletes): students admitted without an MA _____
- Directed Study (79-800) course (Rhetoric students) _____
- Two semesters of teaching and teaching internship _____
- Petition for transfer of MA credits accepted (if applicable) _____
- Language requirement petition accepted (LCS students) _____
- Presentation of a public paper _____
- Qualifying exam proposal accepted _____
- Qualifying exams passed _____
- Dissertation prospectus accepted _____

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

Date <i>(e.g. November, 2008)</i>	Description <i>(e.g. "book note on Smitherman, The Mothers' Tongue, accepted by Language in Society (500 words))</i>

GRADUATE POLICY HANDBOOK

Department of English

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

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

In *no more than 250 words*, please describe your major accomplishments and hurdles in the Ph.D. program since last year's review. Touch on your progress in the program, other scholarly accomplishments, teaching (if any) and service work (if any). Note that you are not required to demonstrate major accomplishments in all these areas! At the end of your statement, please indicate its exact word count.

Example: My mother's serious illness during Summer '08 kept me from working for several weeks, which delayed my finishing my dissertation prospectus by the end of the summer as I had hoped to. However, in October '08 my dissertation prospectus was approved by my committee. Since then I have been working on refining my chapter outlines and started the analysis on which chapter 3 will be based. As per the dissertation plan agreed to by my committee, I am on track to draft the first and third chapters over the summer, when I will also be teaching in the CMAP program in July. I presented a paper at the Rhetoric Society of America conference in May, '08 and have submitted an abstract for the MLA for the 2009 conference. My 500-word book note for Language in Society was accepted earlier this Spring. In Spring '08 I taught 76-101 according to the syllabus I developed last year. In the Fall I was assigned to teach 76-387, Language and Culture, for the first time. My teaching evaluations for both courses are satisfactory, though I will need to work on making sure my Language and Culture students feel that they understand the assignments fully. I have served as the Rhetoric representative to the Graduate Committee for '08-'09. (213 words)

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

Example: Since I am interested in the history of military propaganda, Professor Aristotle, my advisor, suggested that a suitable research tool would be a course in historical methods. I have spoken with Professor Thucydides in the History Department, who suggested that I take 79-702, the Graduate Research Seminar in History. I will do so in Fall 2010.

PH.D. STUDENTS *IN ABSENTIA*

ABS Status	A Ph.D student who is ABD according to Carnegie Mellon’s definition (see “A Note on ABD Status” above) may be moved to <i>In Absentia</i> (ABS) status if he or she spends one or more semesters off campus. The university’s policies regarding ABS status are at http://www.cmu.edu/policies/documents/ABD.html .
Departmental Policies	<p>Students in ABS status will not register for any credits and will not incur tuition charges until their final semester, when they will be required to register for 5 credits. ABS students are not eligible for fellowships. They also forfeit the following benefits:</p> <ul style="list-style-type: none">• Students with ABS status do not receive departmental funds for health insurance.• Students with ABS status do not receive travel funds from the department.• Students with ABS status do not receive laptop maintenance or replacement laptops from the department (though they may keep the laptops they were given by the department while they were on campus). <p>Exceptions to these policy must be negotiated with the department Head. Exceptions will normally not be made.</p>
Academic Progress	Students with ABS status are required to submit annual reviews and fulfill the normal requirements for satisfactory academic progress.
Special Note to International Students	J-1 or F1 visa holders are generally not eligible for ABS status. Before making any plans to leave campus prior to graduation, international students must review university policy and consult the Office of International Education.

**Additional Requirement for the Ph.D.
PUBLIC PAPER**

Each Ph.D. student must present a paper at a professional public gathering. Rhetoric Ph.D. students are required to do this before they finish coursework.

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

**Additional Requirement for the Ph.D.
LANGUAGE/RESEARCH TOOL REQUIREMENT**

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

**Rhetoric
Requirements**

To fulfill this requirement, Ph.D students in rhetoric must:

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

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

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

Petitions to fulfill the language requirement should be submitted to the Coordinator of Academic Programs. Petitions are reviewed and approved or denied by the Graduate Committee.

**Petition Criteria
(LCS)**

Each petition will be judged on an individual basis, and the judgment will take into account both the appropriateness of the language to the student's specialization and his or her unique abilities and experience. Students should meet

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

Students may submit petitions in advance if they wish to find out whether a course they have in mind will count as fulfilling the language requirement. Such petitions may be approved provisionally, subject to the student's demonstrating that he or she has completed the course with a B or better. Deadlines for submitting petitions will be announced every semester. The Graduate Committee recommends that LCS students receive prior approval of course work intended to satisfy the language requirement.

**Departmental
Language Exam
For Rhetoric and
LCS**

Competency in a foreign language can be demonstrated by exam where a student is asked to translate one or more pages of text in a set period of time; use of a dictionary is permissible. The student's advisor and/or exam committee will determine the kind of text to be translated based on the language that the student is offering. The exam will be organized and supervised by the advisor and/or exam committee who will certify the results to the Graduate Committee.

Note

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

Additional Requirements for the Ph.D.
Ph.D. QUALIFYING EXAM

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

Committee Approval Once members of the student's committee are satisfied that the proposal defines an appropriate exam based on a reading list that meets the above requirements, they will sign a form to be submitted to the coordinator of academic programs.

Program Faculty Input Once all committee members have signed these forms, the proposal will be circulated to the program faculty for their comments and suggestions. The proposal for a qualifying exam must be received by the director of the appropriate program (Rhetoric or LCS) no later than eight weeks before the student plans to take the exam. This allows students to incorporate the feedback of program faculty other than their exam committee members.

Summer Exams Exams are normally not administered during the summer. Under unusual circumstances, however, a student may petition for a summer exam date. This petition must be received by the coordinator of academic programs by May 15 and must include:

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

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

Proposals are circulated to the whole of the Rhetoric faculty, who have a week after receiving the petition to offer critiques and suggestions to the student or to the student's exam committee chair. For purposes of clarity, these should be in

writing. Once the Rhetoric faculty has had a chance to respond to the proposal, the student and his or her committee chair schedule a meeting of the student and the whole of the committee (outside members who are not at Carnegie Mellon can be exempted), plus one extra faculty member chosen by the committee chair to provide outsider input to the discussion. At this meeting, all suggestions for revising the proposal are discussed and accepted or rejected, and plans for revision, if necessary, are made. After the meeting, the committee judges that the proposal has been revised by the student in the planned ways, the committee will accept the proposal.

Exam Committee: Normally, the exam committee for a Rhetoric student is composed of three faculty members:

- the committee chair, who is responsible for the major area of concentration (the student's specialization) and
- two other faculty members.

The exam committee in the Rhetoric program is expected to match as closely as possible the student's declared areas of specialization.

Responsibilities of the Exam Committee The members of the exam committee:

- establish the date and time of the exam, in consultation with the student
- identify the material to be covered in the exam, in consultation with the student
- compose the exam questions, without prior consultation with the student
- evaluate the answers

Format of the Qualifying Exam The qualifying exam for Rhetoric students has two parts:

- a written exam (not to exceed three hours) and
- an oral exam (not to exceed two hours).

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

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

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

Evaluation of the Exam

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

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

LCS EXAM

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

The petition should consist of **a reading list and an essay of no more than 10 double-spaced pages**. The list and the essay should represent a recognized field from the perspective of a recognized theoretical or methodological approach (see "Fields" and "Methods/Theoretical Approaches" below). Recognized fields may be periods or other broad areas of expertise as defined, for example, by the Modern Language Association divisions or in JIL advertisements. Choose one field and one method from the categories below, or make a case for an alternative:

Fields

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

Methods/Theoretical Approaches

- Cultural Theory (such as British Cultural Studies, Aesthetics, Marxisms, American Studies, or Poststructuralism)
- Film and Media Studies
- Post-Colonial Studies/Globalization Studies
- Race/Ethnicity Studies
- Rhetorical and Narrative Theory
- Feminism/Gender/Sexuality Studies

The list should contain both primary and secondary materials. The division between “primary” and “secondary” materials is not a hard-and-fast distinction between literary texts on the one hand and theory and methods on the other. “Primary” texts should include texts that are considered standard in your field of expertise, so it will usually include novels, poetry, plays, essays, or other cultural artifacts, such as films. There should be roughly 30 to 50 of them (since fields differ in their spread of primary texts, your committee should advise you on this). “Secondary” items might include books and articles that inform or guide your study and approach literary criticism and literary/cultural theory (including foundational texts); social, cultural, and political works; and some standard reference works. There should be around 20 to 25 “secondary” texts.

The essay should describe the field and the theoretical approach to that field that you have chosen. It should outline the field in broad strokes, focusing on key figures and key debates within that field. This essay should be explanatory; you will be given more of a chance to air your own ideas during the exam itself.

Exam Committee The exam committee is composed of :

- a chair and two readers and
- two full-time faculty members appointed by the LCS program director.

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

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

- A take-home written exam with several questions chosen by the committee to reflect previously discussed issues. The student should choose two questions to answer. Answers, which should total approximately 20 written pages, are to be returned within seven days to the student’s committee members.

- An oral review as soon as possible after the student's committee has read the exam. Students who wish to may begin with a 10-minute presentation preceding the oral review. The examining faculty has the option to pose questions based on the reading lists in addition to those referring to the exam essays. The oral review will be conducted by the student's committee in the presence of two full-time faculty members appointed by the LCS program director. These two faculty will also join the committee in voting on the student's performance.

Performance

Pass: *Successful completion of the exam.*

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

Additional Requirements for the Ph.D.

Ph.D. CANDIDACY

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

- all course work (having eliminated all incompletes)
- two semesters of teaching and the teaching internship
- the public paper requirement
- the language requirement (LCS students)
- the Ph.D. qualifying exam

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

Note that candidacy is not the same as the university’s “ABD” status. See “A Note on ABD Status” under “Academic Good Standing” above.

**Additional Requirements for the Ph.D.
DISSERTATION COMMITTEE MEMBERSHIP**

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

- Committee Members** The dissertation committee will include at least two faculty members from the English Department. The required third member (and optional additional members) may be from the English Department or other departments at Carnegie Mellon. The individuals who serve on a dissertation committee must be available to advise the candidate about the prospectus as well as the dissertation.
- Committee Chair** The dissertation committee chair is normally a member of the English Department faculty. When warranted by the nature of the dissertation, a student may petition to the program faculty (Rhetoric or LCS) for a chair who is from another department at Carnegie Mellon. The approved petition must be submitted to the Graduate Committee along with the dissertation prospectus.
- Committee Member not from Carnegie Mellon** If in writing the dissertation the student needs the expertise of someone from an institution other than Carnegie Mellon, the student may consult with his or her dissertation committee chair to have that person included instead of one of the three from Carnegie Mellon.

Additional Requirements for the Ph.D. PROSPECTUS DEVELOPMENT AND SUBMISSION

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

Submission Procedure

1. A student should submit a prospectus after he or she has completed the requirements for candidacy. (See "Candidacy", above.)
2. In consultation with his or her advisor, a student should select faculty members who agree to serve as a dissertation committee. (See the "Dissertation Committee Membership" policy)
3. When the student and the dissertation committee agree that the prospectus is ready for submission to the Graduate Committee, the student should obtain a cover sheet from the coordinator of academic programs, attach it to the prospectus, and have it signed by all of the dissertation committee members to indicate that they have read and approved the prospectus.
4. The student must then submit his or her prospectus to the Graduate Committee, via the coordinator of academic programs, which refers it to two members of the faculty who act as readers outside the dissertation committee. These readers may come from within the Graduate Committee or from the department faculty at large. Typically, one will be in the student's program (Rhetoric or LCS) and one will be from the other program. The readers will be asked to comment on:
 - whether the research plan seems appropriate and sufficient for the project and
 - whether the project as described seems feasible and consistent with the student's educational program.
5. The readers provide a written report to the student and his or her committee. At that point, the student's committee may require revisions.
6. Readers should normally report within two weeks. **Note**, however, that prospectuses received by the Graduate Committee later than two weeks before the end of classes in a given semester will not be assigned to readers until the beginning of the next semester.

Acceptance

The prospectus is accepted when the student's dissertation committee chair provides written notification to the coordinator of academic programs, including a description of how the readers' suggestions have been dealt with.

**Evaluation
Criteria**

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

IRB Approval

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

**Additional Requirements for the Ph.D.
CONTENTS OF PROSPECTUS**

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

- *Purpose of the study.* The prospectus should clearly define the scope of the dissertation and specify its purpose and objectives (e.g., a thesis to be supported, a theoretical position to be elaborated, a hypothesis to be tested, a problem to be resolved, a debate to be clarified, new information to be acquired). Hence, the prospectus establishes both the nature of the project and its boundaries.
- *Significance of the study.* In addition to clarifying the purpose, the prospectus should explain the importance of the study. One way to do this is to show its place in existing scholarship or research; another way is to show that this particular study looks at distinctly new things or at old things in a new way.
- *Relevant previous research.* The prospectus should briefly discuss previous research relevant to the dissertation topic. The discussion should include both scholarship with which the student is already familiar and that which he or she plans to examine. The student should elaborate some of the relations between his or her own work and major published work in the field. This discussion should be specific enough to clarify the contours of the dissertation and what is fundamentally at stake.
- *The student's own research plan.* Students doing empirical or pedagogical studies should describe how they will gather, analyze, synthesize, and evaluate information and explain why the methodology proposed is the most effective way of meeting their objectives. This description should clarify both the theoretical and the methodological grounding of the project. Students doing other kinds of studies (theoretical, historical, descriptive, or analytical) should show that their research methods will cover their topic sufficiently.

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

Length The length of the prospectus should be **at least ten pages (2500 words) but no more than 15 pages (3750 words), not including the bibliography or reference list.**

Additional Requirements for the Ph.D.
FORMATTING AND CITATION STYLE FOR PROSPECTUS AND DISSERTATION

Prospectuses and dissertations must be formatted according to the guidelines from ProQuest, which will deposit the dissertation in Hunt Library and make it available to online researchers once it is successfully defended and revised. These guidelines are available at http://www.il.proquest.com/assets/downloads/products/UMI_PreparingYourManuscriptGuide.pdf

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

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

Additional Requirements for the Ph.D. DISSERTATION DEFENSE

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

Scheduling

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

Because the dissertation defense is meant to be a public gathering, summer defenses are discouraged. The latest defense date for regular Spring defenses is the last day of finals week. The earliest date for regular Fall defenses is the week of Orientation. Under unusual circumstances, a Ph.D. candidate may petition for a summer defense in between these dates. The petition must be received by the Graduate Committee by **April 15** and include the following information:

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

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

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

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

- Submission** Not less than 10 working days prior to the scheduled defense, a public announcement of the defense will be sent to the Dean’s office and circulated to other departments in the college for posting. An announcement of the defense will also be posted in the English Department office and elsewhere in the department. A scheduled defense is subject to cancellation if the 10-day notice is not observed.
- Time Allocation** The dissertation defense typically lasts two hours. It is composed of the following segments:
- 30 minutes: Candidate’s overview of the dissertation study and major findings.
 - 45 minutes: Questions from the dissertation committee.
 - 30 minutes: Questions from other faculty.
 - 15 minutes: Questions from other members of the audience.

**Additional Requirements for the Ph.D.
APPROVAL OF THE DEFENSE AND DISSERTATION**

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

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

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

Research and Teaching Assignments
STUDENT RESEARCH ASSIGNMENTS

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

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

Research and Teaching Assignments
LETTERS OF RECOMMENDATION

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

Research and Teaching Assignments
PRIORITY IN TEACHING ASSIGNMENTS

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

Research and Teaching Assignments

SATISFACTORY TEACHING

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

Evidence of Satisfactory Teaching

Students must submit teaching evaluations for the preceding calendar year as part of their annual review (see the "Annual Review after the First Year" policy.)

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

Options for Student Evaluations of Teaching

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

The university's policies about privacy prohibit anyone from divulging information about a student without the student's explicit consent. Since the University Course Assessment makes private information (your teaching evaluation) public, you cannot be evaluated by this method unless you sign a waiver form opting out of the

privacy policy for this purpose. **If you want to use the University Course Assessment in your course, you must sign a waiver form.** The Coordinator of Academic Programs will circulate a request for waiver forms each semester. Waiver forms must be returned to her by the deadline she specifies.

Criteria for Satisfactory Teaching

To demonstrate satisfactory teaching, students must:

Maintain teaching evaluations that indicate average or better than average performance.

Use course syllabi that meet the goals of the program within which they are teaching. (Program directors are generally the people who can help you with your syllabi.)

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

Teaching Probation, Suspension, and Termination

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

Teaching probation. During a semester of teaching probation, the student should expect to document the course of action that he or she is taking to remediate the teaching problems that were outlined by the ad hoc committee. Teaching probation will end when the student has demonstrated that he or she has fulfilled these plans. Teaching probation does not affect a student's fellowship stipend.

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

- demonstrating a pattern of failing to meet basic professional requirements, as sketched above
- being placed on teaching probation for two semesters for a recurring problem that is still not remedied at the end of that period

- failing to rectify a teaching problem by following through on the course of action outlined by the committee members

Students who have been suspended from teaching will not receive a stipend.

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

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

Additional Resources

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

Graduate support programs (for all graduate students)

<http://education.andrew.cmu.edu/graduateprograms/>

The Eberly Center for Teaching Excellence (support and advice for teaching)

<http://www.cmu.edu/teaching/eberlycenter/>

The Intercultural Communication Center (support and services for international students)

<http://www.cmu.edu/icc/>

CMU Student Health Services

<http://www.studentaffairs.cmu.edu/HealthServices/>

CMU Counseling and Psychological Services

<http://www.studentaffairs.cmu.edu/counseling/>

The university-level intellectual property policy

<http://www.cmu.edu/policies/documents/IntellProp.html>