DEPARTMENT CONTACTS
2017-2018

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Prof. John Tutino   Latin America
Prof. Judith Tucker   Middle East & North Africa
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0.0 Introduction

The Doctoral Student Handbook is intended to be a resource for all students enrolled in the History Ph.D. program at Georgetown University. Information on the structure of the program, academic requirements, expectations, and administrative procedures, is included herein. The Doctoral Student Handbook is meant to supplement all rules and regulations outlined in the Graduate School Bulletin.

0.1 SCHOLARLY INTEGRITY

Scholarly integrity is the essence of our profession, and the Department expects all doctoral students to conform to the standards of academic integrity throughout the program of study as stipulated by the Graduate School. Cases of plagiarism or other academic dishonesty will be reported to and adjudicated by the Graduate School’s Standing Committee on Academic Integrity. In most cases, the penalty for plagiarism is dismissal.

0.2 DEPARTMENT CONDUCT

The History Department echoes Georgetown University's commitment to providing a safe and respectful environment to learn, and believes that diversity is fundamental to its educational mission. Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran’s status or any other factor prohibited by law in its educational programs and activities.

The History Department is a workplace, and Ph.D. students are expected to conduct themselves according to high standards of professional behavior, both within the Department and all other spaces on the Georgetown campus, as well as off campus.

Doctoral students are under the jurisdiction of the Office of Student Conduct and subject to the University’s Code of Student Conduct. Students are obliged to abide by the standards outlined in the Code. Students found in violation of the Code of Student Conduct through a formal process of adjudication may be assigned disciplinary sanctions ranging from a written reprimand to dismissal from the University.

The Code of Student Conduct outlines the University’s procedures for handling allegations of violations. If you feel that you have been the victim of harassment, bullying, incivility, or sexual misconduct by another Georgetown student, faculty member, or staff member, you may initiate a formal complaint by contacting the Office of Student Conduct.

Students may also speak with the Chair, Director of Doctoral Students, Graduate Programs Manager, or any member of the faculty regarding instances of misconduct. All faculty and staff are mandatory reporters under Title IX. A report to the Title IX office does not automatically trigger a formal investigation, though one can be initiated upon request.

Additional resources to assist graduate students include the Graduate Student Ombuds Office, the University’s website on Sexual Misconduct, which offers information on counseling, reporting and University policies, and the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA), which is responsible for investigating misconduct by faculty. Students with questions about navigating these resources can contact the Director of Doctoral Studies or the Graduate Programs Manager.
1.0 Executive Summary

Students are responsible for knowing the rules and regulations of the Department and of the Graduate School, as governed by the Graduate School Bulletin, the History Department Doctoral Student Handbook, and email notifications provided by the Graduate Programs Manager as to specific deadlines and protocols.

The summary below provides a brief, though not exhaustive, list of the most critical information; for additional details, consult the rest of the handbook.

Program Requirements:
12 courses (minimum A- GPA), including 501 and a year-long research seminar; pass two language exams (U.S. field: one language); pass Comprehensive Exams; submit Dissertation Proposal; complete, defend, and submit dissertation.

Funding:
Merit-based funding for all Ph.D. students comes in three forms: tuition scholarships, stipend support (service and/or non-service), and payment of the GU health insurance plan. Eligibility for all three forms of aid is based on a combination of terms of admission, year in program, academic performance, and Department resources. Renewal of merit-based funding is contingent on continued good academic standing.

Advising:
Upon matriculation, all students must select a Mentor from among the Tenure-Line Faculty. Students who have not yet taken their Comprehensive Exams are required to meet with their Mentor during pre-registration, complete a Student Advising Worksheet, and submit the form to the Graduate Programs Manager.

Advising Committees & Milestone Meetings:
Three committees advise students throughout their tenure in the program: 1) the Advisory Committee, which assists students from the beginning of the program through their coursework; 2) the Comprehensive Examination Committee, which oversees students through the comprehensive exam process; and 3) the Dissertation Committee, which supports the student through the dissertation process. Faculty membership on these committees will often overlap.

Students must meet with their committees regularly, and submit forms to the Graduate Programs Manager at each stage of advising, including the Student Advising Worksheet, the First Year Advising Worksheet, the Comprehensive Examination Planning Form, and the Annual Dissertation Progress Reports. Submission of these forms is considered a condition of good standing.

Language Exams:
Incoming students must take a diagnostic language exam during New Student Orientation and must pass an exam in the language of their research field before the end of the first year of study (defined as August through May). All students (except those in the U.S. field) must pass a second language exam before beginning their Comprehensive Exams. Native speakers of a language other than English which is relevant to their course of study may receive credit for that language proficiency. Internet access during the language exam is prohibited.

Coursework:
Students must take the one-semester Core Colloquium, a two-semester research seminar in their Major Field, and nine other courses (unless they receive advanced standing). Students who enter the program
having already earned credits for graduate courses may apply for Advanced Standing at the end of the first semester.

**Comprehensive Exams:**
Students are expected to take Comprehensive Exams, or Comps, no later than the third academic year of the program (defined as August through May). Comps consist of two written examinations and one oral examination, and cannot be taken until the student completes all coursework and language requirements. If failed, Comps can be re-taken once with the approval of the committee. Students who have not taken Comps by the end of the third year must seek the approval of the Director of Doctoral Studies in order to remain enrolled in the program. Upon successful completion of Comps, students have achieved ABD/doctoral candidate status.

**Dissertation:**
Dissertation Committees must have at least three members, two of whom must be members of the Tenure-Line Faculty. The Mentor must be a member of the Tenure-Line Faculty of the History Department.

**Grades:**
A: superior work; A-: expected level of work; B+: barely acceptable work; B: unacceptable work. All students are expected to maintain an average of A- or better in order to remain in good standing.

**Incompletes:**
Avoid incomplete coursework. Students receiving merit-based aid who have two incompletes will forfeit the fellowship. All students must complete all coursework by August 1 in order to continue in the graduate program unless they are on leave or have prior approval from the DDS.

**Good Standing:**
To remain in good standing, students must:
- Take a diagnostic language exam during orientation and/or request native language proficiency
- Pass a language exam in their main language of research during the first year
- Meet each semester during coursework with their Mentor, fill out Student Advising Worksheet, and submit to the Graduate Programs Manager
- Meet in the spring of their first year with their Advisory Committee, complete First Year Student Advising Worksheet, and submit to Graduate Programs Manager
- Maintain an A- average
- Complete all coursework by August 1
- Meet with their Comps Committee before scheduling exams
- Complete Comps by the end of the third academic year
- Submit a dissertation proposal to the Graduate School within a year of passing comps or by August 1st of their non-service year, whichever date is earlier
- Once Comps are passed, submit annual dissertation progress reports by September 30
2.0 Program Requirements

The History Ph.D. program at Georgetown University has four principal requirements, each which must be successfully completed within the course of seven years of full-time study: 1) at least two foreign language examinations (exception: those in the U.S. field must pass only one language exam), 2) 36 hours of relevant graduate-level coursework, 3) a series of written and oral comprehensive examinations, and 4) a dissertation.

2.1 PROGRAM GOVERNANCE

Director of Doctoral Studies (DDS):
The Director of Doctoral Studies, or DDS, serves as the main administrator and final arbiter of the Graduate Studies Program in her/his capacity as Chair of the Graduate Studies Committee. Although the Mentor and the Advising Committees will assume the most direct role in the Ph.D. student’s course of study, the DDS serves as a member ex officio of the Advising Committees, and may attend meetings either at his/her own initiative or at the invitation of any of the advisors or the student.

Graduate Studies Committee (GSC):
The Graduate Studies Committee (GSC) oversees all decisions pertaining to the doctoral program, including admissions, fellowship renewals and distribution, funding, and overall policy. The GSC is composed of representatives from each of the major fields of study in the History Department, and is chaired by the DDS. The Chair of the Department serves as a member ex officio.

Graduate Programs Manager:
The Graduate Programs Manager administers the doctoral program, including admissions, registration, program progress, financial aid, graduate student awards, graduation, and alumni updates. The Graduate Programs Manager serves as the main record keeper of graduate student files in the department.

2.2 MENTORS & ADVISING COMMITTEES

Mentor:
Each student selects a Mentor from the Tenure-Line Faculty of the History Department. The Mentor assumes the primary role in directing the course of study of the Ph.D. student in question, as well as launching the student’s postgraduate career. The Mentor supervises the student’s Research Field and chairs three successive committees: the Advisory Committee; the Comprehensive Examination Committee; and the Dissertation Committee.

The Mentor and Advisory Committee provide the main source of guidance for the student from the time of his/her entry into the program until the completion of the coursework. The Mentor then oversees the Comprehensive Exam process along with the student’s Comprehensive Examination Committee. Advising then shifts to the Mentor and the Dissertation Committee once a student reaches candidacy.

Over the course of study, the Ph.D. student may change Mentors. Students who wish to change Mentors must petition the DDS for approval and simultaneously alert the Graduate Programs Manager.

The composition of the Advising Committees may be modified at any time to conform to changes in a student's program and interests or the availability and willingness of individual faculty members to serve. All changes in committee composition must be reported to the DDS and the Graduate Programs Manager.

Advisory Committee:
In consultation with the Mentor and the DDS, the student will select an Advisory Committee, normally consisting of four members, including the Mentor. These individuals should represent each of the student's four fields of study: Major, Research (represented by the Mentor) and two Minor fields. The Mentor, in consultation with the student, may add a fifth member as a representative of any one of the fields of that is appropriate to the student’s program of study.

In addition to guiding the student through his/her coursework, the members of the Advisory Committee tend to form the board for the Comprehensive Examinations. For that reason, the Ph.D. student is advised to take at least one course with each faculty member of the Advisory Committee.

Regular consultations between students and their Mentors and other faculty advisors are strongly encouraged.

**Required Meetings:**

Pre-Comps students are required to meet with their Mentors during registration (for new students in August) and during pre-registration each semester (for continuing students) and to complete a Student Advising Worksheet. This form must be submitted to the Graduate Programs Manager.

Pre-Comps students are urged to meet with their Advisory Committees once a year, and are required to do so if their GPA drops below an A- average, if a student receives a B in any class, or if there are any other concerns about their coursework. It is the student's responsibility to arrange these meetings, though other meetings may be scheduled as needed at the request of the student or any member of the Advisory Committee.

ABD students are also urged to meet regularly with their Mentor and Dissertation Committee to ensure good progress towards the completion of their degree.

**Milestone Meetings:**

All students are required to participate in three “milestone meetings.”

1) First Year Advisory Meeting: The Mentor and three other members of the Tenure-Line Faculty serve as an Advisory Committee. The Advisory Committee meeting for first-year students must include at least one faculty member in addition to the Mentor. The Committee must sign the First Year Advisory Committee Form and the student should submit it to the Graduate Programs Manager in order to be considered in good standing.

2) Comprehensive Exam Planning Meeting: All students must meet with their Comprehensive Exam Committees before beginning their exams in order to plan the exam schedule, review the fields, and clarify expectations. This meeting should happen no later than the three weeks before the first written exam. The Comprehensive Exam Committee must sign the Comprehensive Exam Planning form and the student must submit it to the Graduate Programs Manager. Comprehensive Exams will not be considered officially scheduled until this form is submitted.

3) Dissertation Committee Meeting: All students must meet at least once with their complete Dissertation Committee before the defense, ideally at the moment when the student has completed the bulk of the research and is ready to move on to writing a first draft of the dissertation. There is no form for the Dissertation Committee Meeting; students maintain good standing through the regular and timely submission of the annual dissertation progress report.
Students who have not completed the meetings or requisite forms will be considered in bad standing and ineligible for merit-based financial aid. It is the student’s responsibility to arrange these meetings.

2.3 FIELDS OF STUDY

The Department is organized into nine major fields of study: Africa, East & Central Asia, Europe, Environmental, Middle East & North Africa, Latin America, Russia & Eastern Europe, Transregional, and US History.

Upon matriculation, doctoral students are assigned to a major field of study, which is usually determined by the student in his/her application to the Ph.D. program. If a student wishes to change his/her major field of study, he/she must petition the DDS, cc the Graduate Programs Manager in the request, and secure the approval of the Mentor.

2.4 COURSEWORK

Course Requirements:
Ph.D. students must complete 36 hours of graduate coursework at the 500-course level or higher. Students who do not have Advanced Standing generally complete 3 courses during each semester of the first two years of study. Each student must complete HIST 501—Core Colloquium and a two-semester research seminar in his/her major field. If no formal research seminar in a student’s major field is available, students may take a research seminar in a related field, or a combination of the Omnibus Research Seminar and another course. The remaining coursework is selected with the guidance of the Mentor and Advisory Committee.

If course offerings in a given semester are limited, graduate students may approach a faculty member within the Department to create a specialized tutorial. They may also take courses in other departments in Georgetown University, or they may explore the course offerings at other Ph.D. programs through the Consortium of Universities of the Washington Metropolitan Area. It is possible to register for a course at a Consortium university, provided that such a course is not offered at Georgetown.

Lists of course offerings at Consortium universities in the Washington, D.C. area are available online via the schools’ respective Registrars. Tuition for Consortium courses is the same as for Georgetown coursework. Consortium registration is done via paper form, available from the Graduate Programs Manager. Students should keep in mind that registration is prioritized to students in the home university, and should have a backup plan in case registration is not approved.

Effective Fall 2018, students may take up to four courses outside of the Department towards the degree. Advanced Standing credits do not count towards this four course cap. Credit for any outside courses beyond the limit of four requires the Mentor’s approval.

Advanced Standing:
Students entering the program with an M.A. in History or with previous Ph.D. graduate credits earned at Georgetown University or at another recognized institution can petition to earn up to nine hours of Advanced Standing with the consent of the faculty Advisory Committee. Students can apply for Advanced Standing at the end of their first semester in the program. Departmental approval is contingent on review of grades for the first semester. Students apply for Advanced Standing via paper form, available from the Graduate Programs Manager. Students who enter with Advanced Standing are permitted to distribute their final three courses over the fall and spring semesters of the second year as
best suits them. The student's Mentor and/or Advisory Committee, however, may still require additional coursework beyond the remaining credit hours.

Students entering the Ph.D. program from GU MAGIC or MAGH will have their Advanced Standing reviewed on an individual basis and may be able to transfer more than 9 credit hours. Regardless of the total number of credits transferred, students must take 501 and a year-long research seminar in their major field. GU MAGIC or MAGH students should consult their advisory committee about what other classes might be necessary for their Ph.D. coursework.

**Grades:**
All students must maintain an A average. Failure to do so may result in non-renewal of financial support.

A grade of B or lower in any course is considered cause for concern and may generate a review of the student's work by his/her Mentor and/or Advisory Committee. Students with a grade average grade of B or lower will be asked to leave the program.

If a student earns a grade of C or lower in any course, that course will not count toward the student's required total number of credits. If a student earns a C or lower in a required course, the student must, at minimum, repeat the course. In addition, a student who earns a C or lower will be subject to review by the GSC, and, in most cases, will be asked to leave the program.

**Incompletes:**
In the event of illness or family emergencies, students may request an extension in order to complete all assignments for a given course. In such cases, professor may assign that student a grade of Incomplete, or “I.” However, this extension cannot be assumed; arrangements must be made with the instructor, and students should know that some faculty members as a matter of policy do not grant Incompletes except in cases of dire medical or personal emergency. Incompletes are meant to be used sparingly and in exceptional cases.

Barring prior DDS approval, grades for Fall Incomplete courses must be submitted by the last day of classes of the Spring semester, and grades for Spring courses must be submitted by August 1. Students must submit their work to the instructor with sufficient time to allow for grading and submission by the deadline.

Any student with a Spring semester incomplete will not be allowed to register at the start of the following academic year. Furthermore, an "I" grade that is not resolved according to the above schedule will be automatically converted to an "F" grade, and the course will not be counted for credit. The student will need to take another course to make up for the lost credits and will not be eligible for merit-based aid.

**GPA Review:**
The GSC will regularly review the academic records of all Ph.D. students taking classes to determine whether they are making adequate progress. When overall coursework is below the "B+" level, or when "C", "F", or "I" grades are present on the transcript, the DDS will issue a written warning. In general, a record with one or more "B" grades will result in a request that the student's Advisory Committee meet with him/her to make recommendations to the student and to the GSC concerning that individual's academic status and future in the Ph.D. program.

**Terminal M.A. in History/MA-in-Passing in History:**
A small number of students admitted to the Ph.D. program decide, after completing their coursework, to take a terminal MA in History. The requirements for the M.A. are 30 hours of coursework (including 501
and the year-long research seminar), 27 hours of which must be completed at Georgetown, a GPA of 3.0 or better, and demonstrated competence in one foreign language.

All continuing Ph.D students in the program who have fulfilled these requirements are also eligible to apply for an MA-in-Passing. Students cannot apply credits acquired through Advanced Standing towards a MA-In-Passing degree. Those who are interested in securing a MA-in-Passing should consult the Graduate Programs Manager. Applications are usually made available in January.

2.5 LANGUAGE REQUIREMENT, STUDY, & EXAMINATION

The Department places considerable emphasis upon the mastery of languages appropriate to a student's area of concentration. The language examinations for the History Ph.D. program are designed to determine a student's ability to read and understand professional material appropriate to his/her fields of research.

Language Requirements
During the program of study, all students (except U.S. History Majors) must demonstrate competence in two foreign languages relevant to the student’s program of study; for those concentrating in U.S. History, the requirement is one foreign language.

While competence in two languages is the minimum requirement for the Ph.D. program (U.S. History, one), proof of additional language competence may be required if the Mentor and/or Advising Committees deem it necessary. The Mentor should inform the DDS in writing if more than two foreign languages will be required and which languages are most appropriate for that Ph.D. student's course of study.

Students must meet the minimum language requirement before they can be cleared to take their Comprehensive Examinations.

Deadlines:
At New Student Orientation, all students are required to take a written examination in a language relevant to the student’s program of study to determine their level of proficiency. Non-native English speakers whose native language is applicable to their field of study and who wish to have their native language certified will have their language skills assessed on an individual basis.

Students who do not pass the examination on entrance will be required to take courses or other appropriate measures to bring their language skills up to department standards.

Each student must pass at least one language examination before the end of the first academic year, defined as August through May. Students who fail to pass their first language exam by the end of the academic year must take an intensive language program approved by the Department over the summer following their first year, and must pass the language exam prior to enrolling the following year, or take a leave of absence until the first language examination is successfully passed. Students may also petition with some other plan; the petition will be acted upon by the Mentor and the DDS. Students are required to pass the language most appropriate to their field of study during their first academic year (e.g. those majoring in Europe with a focus on Germany should pass the German exam, etc).

Following the failure of a language exam twice during the same academic year, a student may request that the Chair and the DDS have a second reader of their choice review the most recent examination. For the purposes of fulfilling the first language requirement, a student may sit for an exam in a given language a
maximum of three times apart from the diagnostic exam administered at New Student Orientation. For the purposes of fulfilling any additional language requirements, a student may sit for an exam in a given language a maximum of three times.

Language Study
All graduate students are eligible to take one language course per semester free of charge, courtesy of the Graduate School Language Scholarship. The Graduate School does not allow audits of language classes. While there is no limit to the number of language courses a student may take, students may only apply for scholarship coverage for one language course per semester. In certain cases, students may also apply the Graduate School Language Scholarship to do GU summer language coursework.

Students who wish to take advantage of the Language Scholarship must first register for a language course. Students can then request a language scholarship by contacting the Graduate Programs Manager. Language scholarships are processed during the Pre-Registration and Add/Drop periods of each semester.

While the History Department permits graduate students to take language courses on a Pass/Fail basis, the individual language professor has the final say on grading policy. Students who withdraw from a language course after the Add/Drop period forfeit their language scholarship and will be required to pay the remaining balance of the course. Students who fail a language course forfeit their language scholarship, will be required to pay the entire cost of the language course, and lose their ability to request language scholarships in the future. Finally, students should note that the Language Scholarship does not cover any language lab fees.

Students are also encouraged to investigate summer language programs, which may have their own sources of funding available.

Language Exam

Scheduling
Language examinations are held four times per academic year: during New Student Orientation in August, before final exams in December, before the start of classes in January, and before final exams in April/May.

Students are expected to take the examination during these scheduled times and dates. If a student cannot make one of the four regularly scheduled exams, the Department expects that the student take the exam at the next available date. If a student has a conflict and cannot postpone the examination without jeopardizing his/her good standing in the program, he/she can request a rescheduling. Students must petition the DDS (and cc the Graduate Programs Manager in the request) to have an examination rescheduled, and requests are approved with the consent of Language Examiner.

If a student requests to take a language exam and then does not appear on test day without giving prior notice, the student will automatically fail the exam.

Examiners
The Department Chair assigns certain faculty members the responsibility of drafting and grading the language examinations for a particular year. Administration (ie. scheduling, coordination, and proctoring) of language exams is conducted by the Graduate Programs Manager.

For the 2017-2018 academic year, the available languages and assigned faculty examiners are as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Prof. Tucker</td>
</tr>
</tbody>
</table>
Chinese  Prof. Benedict  
French  Prof. J. Collins  
German  Prof. Shedel  
Italian  Prof. Astarita  
Japanese  Prof. Higuchi  
Latin  Prof. Moran Cruz  
Portuguese  Prof. McCann  
Russian  Prof. Goldfrank  
Spanish  Prof. Tutino  
Turkish (Ottoman)  Prof. Agoston  
Turkish (Modern)  Prof. Agoston  

Students who wish to take an examination in a language not listed above should contact both the DDS and the Graduate Programs Manager.

**Exam Format & Administration**

Language exams are written, last two and a half hours, and are graded on a pass/fail basis. Exams are graded and returned with comments within a week of administration.

Language exam format is up to the discretion of the language examiner. Exams typically consist of a reading (either a primary source or academic article) that students must either translate or about which students must answer (in English) reading comprehension questions pertaining to the passage (or a combination of both).

Students are welcome to bring a dictionary to the exam. Paper dictionaries are encouraged. Web-based dictionaries (Google Translate, etc.) are prohibited. Electronic dictionaries are allowed, as long as the electronic device is not connected to the internet. If a student is planning on using an electronic device, he/she will need to show the proctor on test day that he/she has disabled the device's connection to the internet (via wifi or cell). Students not using a cell phone for dictionary purposes will be asked to turn their devices off. Students can “pre-clear” an electronic device with the Graduate Programs Manager prior to exam day.

Students are welcome and encouraged to contact the Language Examiner in preparation for the exam. The Graduate Programs Manager maintains a library of sample exams, and students can request such exams during their preparation. One sample exam is available per language.

### 2.6 COMPREHENSIVE EXAMINATIONS

Comprehensive Examinations, or Comps, are normally administered during the third year of doctoral study, and are intended to test a student's knowledge and analytical ability in each of the four fields of study. Comps combine two written examinations with one oral examination, all of which are administered during the course of a single semester or within a comparable unit of time.

Students intending to take Comps in a given semester are expected to inform the Graduate Programs Manager within the first month of the academic year.

**Comprehensive Examination Field Selection:**
The History Ph.D. program requires students to prepare themselves in four interrelated fields of study. These fields are fulfilled through the completion of coursework and comprehensive examinations. Upon
entering the Ph.D. program, students will meet with their Mentor and Advisory Committee to select and design four fields of study from among the following groupings:

- **Major Fields:** Africa, East & Central Asia, Europe, Environmental, Middle East & North Africa, Latin America, Russia & Eastern Europe, Transregional, and US. This field is usually determined by the student in his/her application to the Ph.D. program.

- **Research Fields:** A region, period, or theme within the Major Field that is of direct relevance to the planned dissertation topic.

- **Two Minor Fields:**
  - The first minor field is normally a second geographic field selected from the list of Major Fields.
  - The second minor field, focusing on theme and method, may be developed within History, in a related other discipline, or it may be a combination of both. Students have chosen second minor fields in gender and women’s history, environmental history, international relations, art history, Slavic literature, and many other areas.
  - There is considerable flexibility in defining minor fields; students should not feel limited to the examples listed above.

**Comprehensive Examination Committee:**
Acting as representatives of each of the student’s four fields of study, the members of the Comprehensive Examination Committee are responsible for testing the student’s knowledge derived from coursework as well as from additional study done in preparation for the examinations. They also assess the student’s ability to synthesize scholarly material and analyze the state of the scholarship in each of the assigned fields.

**Comprehensive Examination Committee Milestone Meeting:**
All students must meet in person and as a group with their committee to plan their exams. This meeting should take place no later than the three weeks before the first written exam. At this meeting, students and faculty should clarify the schedule for the written and oral exams and should talk through the four fields and how they fit together. Students should bring copies of all of their reading lists for each committee member. The Graduate Programs Manager will not schedule or administer examinations without the receipt of a completed and signed Comprehensive Examination Planning Form. Students should not assume that faculty will be available to meet during the summer months, so students planning a fall examination should arrange to meet with their committee members during the spring semester. Students should not schedule their exams to take place during the summer without prior approval from the DDS.

**Eligibility:**
In order to take the Comprehensive Examinations, a student must have completed all required coursework and language exams and have no outstanding incompletes. The Department opposes any last-minute completion of eligibility requirements and tries to avoid situations where a student is working on incompletes or studying a foreign language when he/she should be focused on preparing for the Comprehensive Examinations.

**Scheduling:**
Comps are officially scheduled by the Graduate Programs Manager upon receipt of a completed Comprehensive Examination Planning form. Once a Comprehensive Examination has been scheduled, the date can be changed only in an emergency. It is the responsibility of whoever has requested the change to arrange the rescheduling and inform everyone involved: the student, the Comprehensive Examination Committee Members, the DDS, and Graduate Programs Manager.

Preparations:
Students preparing for Comprehensive Examinations should meet regularly with each of the faculty members on their Comprehensive Examination Committee. Students must have their reading lists approved by the respective committee member and the final versions of all four lists should be distributed to the entire committee before the oral examination. It is essential that the student and each faculty examiner agree on the breadth and emphasis of the reading lists and the format of each of the written examinations, including how many questions will be offered and answered, the length and format of the written answers, and the time frame allowed to complete them (either 48 or 72 hours). Sample reading lists compiled by students who have completed their comprehensive exams are available for review in the Department.

Major and Research Fields:
The student must demonstrate sufficient mastery in these two fields that would enable him/her to teach a specialized upper-level undergraduate course, participate effectively in a discussion by specialists, and gain a clear idea of the context for his/her dissertation research. Preparation of a reading list comprising 60-120 titles for each Major and Research Field examiner is usually recommended. Mastery is demonstrated through knowledge of major historiographical debates and primary sources, including foreign language materials. It is usually recommended that students review all major academic journals in their field in order to keep abreast of the latest scholarship. They should also familiarize themselves with the basic chronology and most useful survey texts in the field.

Two Minor Fields:
The student must demonstrate sufficient competence in these two fields to teach an undergraduate survey course. This would be demonstrated by depth of knowledge of several major historiographical issues and some breadth of reading. Preparation of a reading list comprising approximately 40-60 well-chosen monographs on at least three historiographical issues of importance for each Minor Field examiner is usually recommended. Students are encouraged to familiarize themselves with major journals that carry articles about the field and relevant survey texts. Reading lists can vary considerably in length, and these guidelines are only a suggestion.

Written Examinations:
Students take written examinations in two fields: the Research Field and one Minor Field. After consultation with the student, the faculty member drafting the examination will determine the number of essay questions, their length, and the time allotted to complete the examination. The student, the Mentor, and the Advisory Committee, after close consultation, will decide which of the Minor Fields will be the focus of the second written exam.

While the faculty member drafts the questions, the administration of the examination is handled by the Graduate Programs Manager. The written exams must be completed outside the physical premises of the department over a period of 48 or 72 hours each. Written examinations are distributed via e-mail by the Graduate Programs Manager, and are typically released at 1030am, unless alternate arrangements are made. Completed examinations must be returned to the Graduate Programs Manager via e-mail at the end of the 48 or 72-hour period. After confirming timely submission, the Graduate Programs Manager then forwards the completed examinations to the faculty member for grading. Students should not submit their
completed exams directly to the faculty member, but rather return them to the Graduate Programs Manager.

Students must schedule their written exams to begin on a regular business day (Monday through Friday). Exam periods may end on a weekend or holiday—the student is expected to submit the exam on time regardless. Should the University close on a scheduled start or end date of a written exam due to inclement weather or emergency, the student should consult with the Graduate Programs Manager to make alternate arrangements.

Students must leave a minimum of two weeks between the start dates of each examination, including the oral exam. Under normal circumstances, therefore, the minimum time required to complete the entire examination process is six weeks and the maximum length of time allowed for completion is a single semester or comparable unit of time.

Summer comprehensive examinations can only take place with prior approval from the DDS.

Grading of Written Examinations:
During the academic year, professors have two business days to assess written examinations, grade them as pass or fail, and return them to the Graduate Programs Manager. Faculty will likely employ a different grading time frame if they are willing to participate in exams during the summer months, and students should plan accordingly.

Once the process has started, students take all written exams first. If a student passes the first written examination, he/she is automatically cleared for the second written exam. Successful completion of the two written exams will also lead to automatic clearance for the Oral Examination. If the student has failed any of the written exams, or if the performance in the written exam is questionable in any manner, the Comprehensive Examination Committee must meet to determine if the student will be allowed to continue the exam process. If the Committee determines that the student has failed a written exam, only the failed exam must be retaken. The Committee reserves the right to allow the student to take the Oral Examination if the written exams, taken as a whole, are satisfactory.

Oral Examination:
The Oral Examination is the final stage of the comprehensive examination process, and will cover the student’s entire body of knowledge, though extra emphasis may be placed on the Major Field and the Minor Field which did not have a written exam. All four members of the Comprehensive Examination Committee will read all written examinations completed prior to that date, participate in the Oral Examination, and vote on the outcome. Upon completion of the Oral Examination, the members of the Comprehensive Examination Committee will ask the student to leave the room so they can privately discuss his/her performance. No guests are allowed to attend Oral Examinations.

If a faculty member is unable to attend the Oral Examination for any reason, and advance notice cannot be given to the student to reschedule prior to the scheduled date and time, the student will be given two options: proceed with the Oral Examination before the partial committee, or postpone the entire process. In both cases, it will be the responsibility of the Chair of the Comprehensive Examination Committee, and not the student, to reschedule the date and time with the other faculty members. Any rescheduling of the oral examination must be done in consultation with the DDS and the Graduate Programs Manager.

Grading of Oral Examination:
Grading of the Oral Examination is done on a scale of “Distinction,” “High Pass,” “Pass,” or “Fail.” There may be no more than one dissenting vote for a grade of “Pass,” and the dissenting vote cannot come from the Mentor. A grade of “Distinction” or “High Pass” requires a unanimous vote, and must be
based on consideration of the student’s total performance in both the written and oral portions of the Comprehensive Examination.

If the student fails the Oral Examination, he/she must consult the members of their Comprehensive Examination Committee, the DDS, and the Graduate Programs Manager, in order to determine when the Oral Examination can be rescheduled and how best to prepare. Written examinations do not need to be retaken if the Oral Examination is not passed on the first attempt. If the student fails on the second attempt to pass the Oral Examination, that individual will not be permitted to remain in the History Ph.D. program.

Upon successful completion of Comps, a student has achieved ABD status in the History Department.

2.7 DISSERTATION

The dissertation is the main scholarly work required to complete the Ph.D. Students are expected to choose a viable subject, develop a detailed proposal, and submit it to the Graduate School within twelve months of completing their Comprehensive Examinations. Students who complete Comprehensive Examinations and secure a non-service stipend for the following academic year are required to submit a dissertation proposal by August 1st of the non-service year. Students who fail to submit a dissertation proposal within a year of finishing comps or before the non-service August 1st deadline will be in bad standing with the program.

It is important that the dissertation proposal be filed promptly, as some Graduate School internal fellowships are available only to applicants with proposals already on file.

Choosing a Topic:
It is vital that the dissertation topic not duplicate a published work, a completed but unpublished Ph.D. dissertation, or a dissertation already in progress at another university. For that reason, an appropriate bibliographical search should be made, including specialized listings of relevant dissertations. Students should also consult closely with the faculty members of their Dissertation Committee.

Dissertation Committee:
The Dissertation Committee is composed of at least three faculty members. This three-person committee is constituted at the outset – that is, when the dissertation proposal is finalized. At least two of the three committee members (including the Chair) must be drawn from the ranks of the Tenure-Line Faculty of the History Department.

External readers—defined as a professor from outside the department and/or the University who is recognized as an expert in the student’s topic—are welcome. Such an individual must be referred by the student to the DDS for approval. Depending on Department resources, honoraria may be available to external readers, and are processed by the Graduate Programs Manager.

Students may have more than three members on their Dissertation Committee. If the majority of the total number of committee members do not belong to the History Department Tenure-Line Faculty, the Committee must obtain the written approval of the Chair of the Department.

Dissertation Proposal:
The student must prepare a proposal for his/her dissertation using the “Thesis or Dissertation Proposal” form, available from the Graduate Programs Manager. The student should also obtain comments and approval from the Dissertation Committee and have each member sign the form. Once the form is
complete, the student should submit it to the Graduate Programs Manager for Departmental review and approval and subsequent processing with the Graduate School.

Students with dissertation proposals that require IRB approval must have the approval secured before submitting the proposal to the Graduate School.

**Dissertation Progress Reports:**
At the beginning of the academic year, every post-comps doctoral candidate must write an annual progress report of no more than two single-spaced pages summarizing his/her progress to date and plans for the coming year. This report must be submitted to the candidate’s Mentor, the DDS, and the Graduate Programs Manager by September 30. Timely submission of the annual dissertation progress report is a condition of good standing.

The Mentor must review the report and consult with the student to discuss all relevant aspects of the student’s progress and professional development, including plans for archival research, writing schedule, feedback on chapters, conference presentations, publications, grant proposals, and job applications. Other members of the Dissertation Committee may be included in the consultation at the discretion of the Mentor or at the request of the candidate.

Advisors must submit an assessment of the candidate’s progress to the DDS and Graduate Programs Manager by October 31.

**Dissertation committee milestone meeting:**
Doctoral candidates must organize at least one “milestone meeting” with their full Dissertation Committee, ideally at the moment when the student has completed the bulk of the research and is ready to move on to writing a first draft of the dissertation. There is no form for documenting this meeting; students maintain good standing through the regular and timely submission of the annual dissertation progress report.

In addition to the required “milestone meeting,” doctoral candidates are encouraged to meet annually with their Dissertation Committees, including a meeting to discuss the dissertation proposal and a meeting to discuss the final phases of completing the dissertation and applying for jobs and postdoctoral fellowships.

**Dissertation Defense:**
When the dissertation is finished and drafts have been accepted by all faculty members of the Dissertation Committee, the PhD candidate must defend his/her dissertation.

Doctoral candidates must submit a full draft of their dissertation to the entire Dissertation Committee and the Graduate Programs Manager at least four weeks before the expected date of oral defense. Each member of the Committee must sign the Dissertation Reviewers Report—which attests to the candidate’s readiness-for-defense of the dissertation—at least two weeks prior to the defense and submit it to the Graduate Programs Manager.

The student must establish a date and time for all faculty members of the Dissertation Committee to meet. No defenses can be scheduled for the Friday, Monday, and Tuesday before Fall semester classes begin in August.

The dissertation defense is open to the public. Both visitors and the Ph.D. candidate being examined must leave during the Dissertation Committee’s final deliberations. The defense itself will focus on discussion of the content and methodology of the dissertation, and is scheduled to last two and a half hours.
Following a successful defense, a final copy should be prepared according to the guidelines of the Graduate School. It is History Department practice to hold the defense on the basis of a completed draft; any revisions to be made after the defense should be only minor ones.

Ph.D. candidates who wish to graduate in May must complete their defense by April 1, and submit the final draft of the dissertation by mid to late April. Students can consult with the Graduate Programs Manager for the specific deadline. Students must take note that time-to-completion deadlines apply to the submission of a completed dissertation to the Graduate School. Students who have successfully defended but have not completed the final draft of their dissertation by the end of their time-to-completion deadline must submit a request for an extension of time. This request must be submitted to the Graduate Programs Manager for Department review, approval, and subsequent forwarding to the Graduate School for final approval.

The Graduate School does not allow “early participation” in Commencement Exercises for Ph.D. students. In other words, students who have not submitted their final dissertation by the deadline for May graduation will not be allowed to participate in that year’s Commencement Exercises, regardless of a successful defense. No exceptions to this rule are allowed by the Graduate School.
3.0 Professional Training

3.1 FELLOWSHIP, ASSISTANTSHIPS, & SCHOLARSHIPS

Administrative Procedures for Departmental Financial Aid:
During the spring semester, the Graduate Programs Manager will distribute an application for merit-based financial aid to all graduate students. Students seeking financial aid should complete and submit the application. Applicants must also have a letter in their file from their Mentor and/or the Chair of their Advisory Committee. When applicable, a second letter from the faculty member to whom they were assigned as a Teaching/Research Assistant attesting to the quality of their work is also required. For more information, consult the Graduate Programs Manager.

Applications are reviewed by the GSC, whose members will consult the applicant's academic record and the faculty appraisals that are on file. Graduate students already on fellowship are evaluated first. Decisions of financial aid for students completing the first year of study are made only after second semester grades are available. All coursework must be completed to be considered for aid. Students with outstanding Incompletes who wish to be considered from the waiting list for fall semester aid of any sort must have all coursework completed and graded by August 1. Financial aid awards are made on an annual basis and cannot be deferred, whether because a student defers admissions to the program or has a change of plans.

All merit-based financial aid awards are contingent upon continued good standing in the program.

Departmental Fellowship:
The Departmental Fellowship is a five-year renewable award that includes tuition support, a stipend, and the cost of the GU health insurance plan. Two of the five fellowship years are non-service. All first-year students are exempt from service requirements. A second year without service is guaranteed, with certain requirements, specifically, that the second year without service is to come after students have passed their comprehensive exams, and after they have filed a dissertation proposal with the Graduate School. The other three years of support come with the requirement of service to the Department, usually in the form of Teaching Assistantship.

Exceptionally well-prepared students coming in from the GU MAGIC program with a reduced course-load in their first year may petition the GSC in the spring before they matriculate in the doctoral program to serve as a Teaching Assistant in their first year, thus reserving their eligibility for two years of non-service funding for the years following their comprehensive exams. This petition must be supported by a letter of recommendation from the student’s Mentor and evidence of strong prior teaching experience or potential.

Students on the Departmental Fellowship who wish to ensure their stipends beyond a fifth year must win an external grant; students may petition the Department to “bank” funding based on the success of external grant funding. Those interested in banking funding should contact the Graduate Programs Manager. Banking of funding is only allowed during the first five years of the program, and banked money should be used in the sixth or seventh year. Students cannot bank funding for use past a seventh year in the program.

Annual Competitive Teaching Assistantships:
The GSC may award Teaching Assistantships to some continuing, non-funded students. This highly competitive process occurs in late May. The GSC evaluates students based on academic performance and letters of assessment from relevant faculty. There are typically only a few awards each year. All students
are encouraged to complete spring coursework on time as those grades are essential to a full evaluation of any application for financial support in the following year.

**Environmental History Fellowship:**
Each year the Georgetown History Department awards a five-year renewable fellowship in Environmental History. Holders of this fellowship may study any part of the world, in any period. Students holding this fellowship have no formal service obligations to the Department. In other respects, the terms are the same as with regular renewable Department Fellowships.

**Fellowship in the History of the Early Modern World:**
The History Department will occasionally award a five-year fellowship for students interested in Early Modern History with a global reach. Students holding this fellowship have no formal service obligations to the Department. In other respects, the terms are the same as with regular renewable Department Fellowships.

**American Studies Association (ASA) Fellowships:**
These Fellowships are jointly funded by the History Department and the ASA, and include a full tuition scholarship and stipend equivalent to a regular Teaching/Research Assistantship. Normally a student in the US field, the individual selected is expected to work an average of 15 hours per week at the ASA offices located in downtown Washington, D.C. Employment during the summer months provides supplemental payment. Duties include writing and producing the organization's quarterly newsletter, organizing and helping to select paper and panel proposals for the annual conference of the ASA, attending and working at the annual conference, maintaining and updating membership files, and responding to telephone queries and correspondence.

**Competitive Scholarships:**
The History Department offers tuition support independently of stipend support. These awards are competitively available to students who are within their first seven years in the program. Students who receive tuition-only scholarships are responsible for covering the cost of the GU health insurance plan.

**One-Time Dissertation Defense Tuition Scholarships**
Students who have exceeded the Graduate School’s time limit in the program (seven years) are not eligible for any merit-based support—tuition, stipend, Piepho funds, travel, etc. In exceptional circumstances, the Department may be able to provide tuition support to a student beyond the seven year limit in the semester in which he/she defends his/her thesis. Such a grant is a one-time offer; once given, the student can no longer apply for further assistance.

**Non-Service Stipends:**
The Department sometimes has funds available to enable students to apply for a semester or a year of funding without service. Non-service stipend awards are granted to students who are post-comps and are intended to enable students to undertake archival research or to give students time to complete their dissertations. Students who wish to apply for non-service stipends must indicate their service request in the financial aid form distributed by the Graduate Programs Manager, produce a detailed research or writing plan, and provide a letter of support from their Mentor.

**External Grants**
Students who receive external funding for a semester or full academic year must outline the specifications of funding with the Graduate Programs Manager. In cases where external funding does not cover tuition and/or the cost of the GU health insurance plan, these cost(s) may be covered by the Graduate School.

**Service Stipend Opportunities in the Department**
The most common form of service stipend is that of Teaching Assistant. Depending on the academic year and Department resources, service stipend assignments may also include Assistant to the DDS, Assistant to the Director of Undergraduate Studies, GIGH Programs Assistant, and/or Student Webmaster.

**Assistant to the DDS:**
This Assistantship includes a full tuition scholarship and stipend equivalent to a regular service year. Although final selection is at the discretion of the DDS, preference in selection is normally given to an advanced graduate student with a solid knowledge of the structure of the Ph.D. program. The individual chosen for the position is expected to work an average of approximately 10 hours per week during the academic year and 5 hours per week during the summer; particularly heavy periods include February-March (admissions), August (orientation), and the late fall (job interviews). These reduced hours during the school year compensate for tasks carried out during the summer months. The individual selected for this Assistantship should be willing to work closely with all graduate students, prospective graduate students, the DDS, GPM, and other Department staff and faculty. During the academic year, major duties include organizing graduate student workshops on such topics as grant writing, the job market process, comprehensive exams, article publishing, and other workshops suggested or requested by the Department’s graduate students. Other duties include providing general administrative support to the DDS (particularly in non-sensitive tasks), responding to inquiries about the program, and disseminating information relating to grants, fellowships, registration, and other related matters.

**Funding Beyond the Fifth Year:**
Graduate School policies generally restrict the department from guaranteeing stipends for students beyond their fifth year, and prevent the department from funding students beyond their seventh year. Students who started the program with five-year renewable fellowships may receive a stipend in their sixth year if they won an external grant in an earlier year.

All students are strongly urged to apply for outside grants to facilitate dissertation research and writing. Students should consult with their Mentors for possible grant opportunities, and can also reference the Graduate School’s grant resource page [here](#).

### 3.2 TEACHING ASSISTANTS

Most holders of Graduate School Assistantship in the History Department are required to work as Teaching Assistants in partial fulfillment of their stipend obligations. For those seeking future employment as college and university professors, this experience provides valuable training in the methods and challenges of undergraduate teaching.

Teaching Assistants contribute significantly to the teaching mission of the Department and the university. Given the many ways in which TAs interact with Georgetown undergraduates, TAs can have a significant influence on Georgetown undergraduates. As a TA, the graduate student is to gain familiarity with, and skill in, discipline-specific pedagogies that are tailored to address students’ learning needs. This training is essential for the doctoral student who aspires to a faculty career.

**Selection and Assignment:**
Teaching Assistantship applications are evaluated annually as part of the financial aid process described above. Prior to the beginning of each semester, students will have the opportunity to indicate their available times and course preferences. The Department Chair, in consultation with the DDS and Director of Undergraduate Studies (DUS), will consider the request, student qualifications, the student’s prior teaching assignments, the student’s Major and Minor Fields of study, and departmental needs in making specific assignments.
The DDS and DUS will arrange for an orientation of new Teaching Assistants during New Student Orientation. Participation in this orientation is mandatory for new Teaching Assistants and may also be useful for those who have already served as Teaching Assistants or Sessional Lecturers.

**Relationship with the Instructor:**
The role of the Teaching Assistant is to assist the Instructor in running an undergraduate course. Typical responsibilities may include any combination of the following: attending course lectures, leading discussion sections, providing feedback on and grading student work, holding office hours, and providing general assistance to the instructor in his/her conduct of the course. The Teaching Assistant is an essential part of the course and is encouraged to make relevant suggestions and recommendations. As learning to teach is an integral and important part of the graduate program, it is the policy of the department that Teaching Assistants be given an opportunity, such as lecturing or leading discussion, to engage actively in teaching those classes to which they have been assigned.

The Teaching Assistant should always keep in mind that final authority for the course remains with the Instructor. If there are disagreements or concerns regarding any aspect of the course or grading, these should never be expressed anywhere but in private and directly with the Instructor. When it comes to differences in grading, late penalties, or other matters related to the course's content or format, the Instructor has the final say and the Teaching Assistant is obliged to honor those decisions. If any situation develops with the Instructor that does not appear to be remedied by direct discussion, the Teaching Assistant may approach the DDS, DUS, or the Department Chair for advice.

**Expectations/Basic Guidelines:**

*On-Campus Availability of TAs*
The TA is expected to be available on campus from the day before the first class day until forty-eight hours after the scheduled final exam. A condition for receiving a service stipend, implicitly accepted by the doctoral student upon applying for a fellowship (including its renewal), is availability in this timeframe. In making travel plans, the doctoral student must take into account the range of final exam dates assigned by the Registrar and especially relevant to our 000-200 level courses, those most commonly given TAs.

The TA is to be reasonably available during workdays via the usual electronic modes of communication from the time of the announcement of TA assignments until grades are submitted to the Registrar.

A TA’s travel plans, whether academic or personal, require permission from the instructor of record when travel would lead to an absence from campus on class days. Instructors should make all accommodation that would not compromise the integrity of the class.

A TA’s attendance at all lectures in a survey is a reasonable expectation.

*TA Workload*
The work load assigned to a TA is not exceed an average of 15 hours per week. It can be assumed that some weeks, for example when assignments are due and exams are held, will require considerably more than that, just as “normal” exam- and assignment-lighter weeks would require less. To the extent that this can be predicted, the instructor of record should alert the TA of the unevenness of the workload as early in the semester as possible.

Distribution of grading and section responsibilities is to be equally divided among the instructor and the TAs. A single TA may be assigned no more than 50 percent of the total grading in a class, and in courses
with sections, no more than half of the sections. The distribution is to be determined by the instructor of record and should be clarified with the TA early in the semester.

The most usual assignment for a TA is to lead discussion sections. It is incumbent on the principal instructor to ensure that the TA has the necessary preparation to work effectively toward the instructor’s teaching goals in the discussion sections.

Other tasks commonly assigned to a TA include, but are not limited to, holding office hours, leading review sessions, providing feedback on and grading student work, helping the instructor compose assignments for undergraduates, in particular examinations, and developing other course materials.

Other Guidelines:
Instructors ordinarily visit the TA in section at least once per semester, usually early, and offer feedback. The visit will also provide material for the instructor’s formal evaluation at the end of the semester.

It is common, and generally desirable, for instructors to invite TAs to offer a lecture during the semester. This possibility should be offered as an invitation rather than required. The instructor and TA should consider it an opportunity in the apprenticeship. The instructor should be available to offer help in its preparation and evaluation upon its execution. TA lecturing is not a ready-at-hand way to accommodate the instructor’s own planned or unplanned absence, which should be covered by other members of faculty.

For the TA’s weekly office hours, the instructor of record is to make available exclusive use of his/her office to the TA. It is the instructor’s responsibility to ensure that a complete set of desk copies and other required readings are provided to the TA, normally at the beginning of the semester.

A TA is not an executive assistant or personal aide, and should not be asked to do anything that is not directly necessary to the management of the course.

Evaluation Letters:
Instructors are required to submit a frank and honest letter of evaluation of their TAs at the end of each semester after grades are submitted, or at the end of each academic year, if a TA continues with the same Instructor for a full year. These letters will be shared with the TA and placed in the student’s file. Course instructors are encouraged to talk with their TAs in person during and after the semester is over to review the TA’s performance and suggest ways for the student to improve as a teacher.

Supplementary Evaluation:
For Ph.D. candidates who plan to seek academic employment, formal instructor evaluations will become an important component of their professional dossier.

Instructors may add questions relating to the performance of their TAs to Georgetown’s online course evaluation system. Instructors may also distribute TA evaluation forms to their classes. In addition to a recommendation letter from the course instructor, this review can be a valuable addition to a student’s job application package.

Honor System & Title IX Obligations for Teaching Assistants:
Georgetown University's Honor System governs the conduct of its students. Each Teaching Assistant should obtain a copy of the document and familiarize him/herself with its contents and its implications for their role as an instructor of undergraduate students. The standards of conduct apply to such issues as cheating on examinations and assignments, plagiarism, falsifying academic documentation, and abuse of
library privileges and shared electronic media. In cases of suspected academic misconduct, the Teaching
Assistant should inform the course Instructor immediately.

Teaching Assistants are also considered mandatory reporters for Title IX purposes, and should familiarize
themselves with the practices governing mandatory reporting. Information on Title IX reporting is
available from the Office of Institutional Diversity, Equity, and Affirmative Action.

TA Grievances:
Any course instructor who has a problem with a TA, and any TA who has a problem with a course
instructor, that requires mediation, may ask the DUS, DDS, or Chair for assistance in resolving the
problem.

Every TA shall have the right to submit a written response to the letter of evaluation, which will be placed
in the student’s file along with the letter of evaluation.

3.3 APPRENTICESHIP IN TEACHING PROGRAM

The Graduate School of Arts and Sciences and the Center for New Designs in Learning and Scholarship
(CNDLS) offers an interdisciplinary Apprenticeship in Teaching Program. Successful completion of the
program will appear on the student’s official academic transcript. While not mandatory, all graduate
students are encouraged to avail themselves of this opportunity to enhance their teaching skills and
credentials. Additional information can be found here.

3.4 OTHER AWARDS AND GRANTS

In addition to teaching assistantships and scholarships provided through the History Department and the
Graduate School, other sources of funding available to students for specific purposes related to their
doctoral studies include the following:

History Department Piepho Fund:
This fund supports Ph.D. students who are obtaining special training, such as language study for
languages not available at Georgetown, or undertaking pre-dissertation research, or engaged in archival
research for the dissertation. Piepho funds are primarily intended for students who have not yet filed their
dissertation proposal. Students may draw a maximum of $1500 during the course of their studies at
Georgetown University. This should not be construed to mean that students are entitled to $1500 each.
Applications should include a brief proposal, financial details of expected expenditures, a summary of
past Piepho grants (if any), and a letter of support from the student’s Mentor, and must be submitted to
the Graduate Programs Manager for consideration by the GSC. The amount of money available in any
given year is limited. Students cannot apply for Piepho grants retroactively. Starting in Spring 2018,
proposals will be reviewed annually.

Graduate School of Arts and Sciences Conference Travel Grants
The Graduate School provides financial support up to $500 for graduate students giving papers at
conferences. There are two rounds of applications each year, and grants are awarded through a
competitive process. Applications for these grants are coordinated through the Department, which may
contribute additional funds to the award from the Graduate School. If funds are available, the History
Department will supplement these awards and/or defray conference travel expenses for students who are
not awarded Conference Travel Grants.
Applications for Conference Travel Grants must be submitted simultaneously to the Graduate School and the Graduate Programs Manager. The application must include all of the materials required by the Graduate School in its competition: normally, a copy of the invitation to speak or comment or a copy of the program, one page statement of travel plans, relevance to dissertation, and travel budget, and a letter of support from the Mentor (addressed directly to the Graduate School). Students may only receive one Conference Travel Grant per year.

Graduate School of Arts and Sciences Dissertation Research Travel Grant:
The Graduate School offers Dissertation Research Travel Awards, which provide up to $5000 to support research travel outside the United States. Students must be nominated by the Department for the Dissertation Research Travel Award, so applications must first be submitted to the Department for consideration. The application normally includes a three-page proposal and two faculty letters of support. Students are allowed only one Dissertation Research Travel Grant over the course of their studies.

Hisham Sharabi Graduate Student Essay Competition:
The annual competition awarded in Dr. Sharabi’s memory encourages and rewards excellence in doctoral student written work. Submitted papers must be an original essay written within the year prior to submission. Papers written for a course or for presentation at a conference are eligible. Published papers are ineligible. There is no maximum or minimum page requirement. Each student may submit only one paper in an academic year. Prize honoraria are distributed among the top entrant(s) each year. The Sharabi Essay Prize is judged by two faculty members and a prior Sharabi winner, and winners are announced at the Department opening reception.

Teaching Awards
The Department annually awards graduate students with excellent records of teaching. The Tom Helde and John Ruedy Awards are awarded to graduate students who are the instructors of record for a seminar and/or general education course. The Dorothy Brown Award recognizes outstanding performance in teaching assistantship. Awards are determined by the DDS and DUS in consultation with Department faculty, and are announced at the Department opening reception.

Entertainment Budget:
Each year, the History Department makes available to the students funds to be spent on social gatherings and other expenditures. In the past, there have been professional development luncheons, happy hours, and other functions. The Assistant to the DDS, in consultation with the DDS and Graduate Programs Manager, is responsible for managing this budget.

3.5 MEMBERSHIP IN PHI ALPHA THETA
Georgetown University has a very active local chapter of the National Honor Society in History under the guidance of Professor Toshihiro Higuchi and an elected executive board of students. In addition to various social activities, guest lectures, and film showings, a group of undergraduate and graduate representatives from our History Department attends the regional Phi Alpha Theta conference each year.

All graduate students, including those newly admitted to the program, are eligible for membership in Phi Alpha Theta if they have taken at least four semesters of History courses. The organization publishes a newsletter and The Historian, a quarterly with the largest circulation of a historical journal published in the U.S. Contributions are welcomed from graduate students in all fields. Phi Alpha Theta also offers various prizes and awards for undergraduate and graduate papers and a range of scholarships for graduate study in history. Membership applications are available at the department reception area.
3.6 DEPARTMENT SERVICE OPPORTUNITIES

"Service" is another important component of academic advancement, and an excellent way for graduate students to learn how universities and departments operate. During the past ten years, the students in the History Department have greatly expanded their formal and informal roles on various committees. In particular, student representatives have participated formally in the restructuring of the comprehensive examination guidelines and field requirements and the launching of a student essay competition and informally in numerous other initiatives.

Student Representatives to the Graduate Studies Committee (GSC):
Two student representatives are selected, either by volunteering or election, where necessary. These two Ph.D. candidates serve on the GSC along with the DDS and faculty members representing each of the major fields.

Student representatives are expected to attend GSC meetings at the discretion of the DDS. The student representatives do not participate in any decisions pertaining to admissions or financial aid awards.

Student Area Field Representatives:
Each major field in the department has at least one student representative, selected either by volunteering or election, where necessary. Those selected to serve in this capacity should expect e-mail inquiries from prospective students, as well as consultations from the DDS, GPM, and other faculty regarding field-specific concerns.

GradGov (Georgetown University Graduate Student Government)
This university-wide organization includes representatives from each of the major graduate programs at Georgetown, both M.A. and Ph.D. In past years, GradGov has organized and funded workshops and undertaken university-wide initiatives on issues involving library privileges for students, public transportation services, and student health care. The Department encourages students to participate in GradGov. Program representatives are selected by volunteering or by election, where necessary.

Faculty Search Committees:
The Chair may appoint one graduate student to participate as a full voting representative on a Faculty Search Committee, at his/her discretion. The Ph.D. candidate so selected must be majoring in the relevant field, and have completed all requirements for the Ph.D. except the dissertation (ABD). The student representative must attend all Search Committee meetings at which the student’s presence is requested. He/she operates under the same oath of confidentiality and professional conduct as the faculty members on the job Search Committee, and when granted access to private information regarding candidates is prohibited from sharing that information in any form with their faculty or student colleagues. It is essential that the Ph.D. candidate selected to participate in faculty Search Committees undertake to represent -- to the best of their abilities -- the concerns of all of their fellow students, keeping them regularly informed of the process, and relaying to the faculty members of the Search Committee those broader concerns and interests, while also exercising their best judgment based on the greater information available to them.

3.7 PART-TIME TEACHING

The Ph.D. experience is not limited to the standard concerns of coursework, comprehensive examinations, and completion of a dissertation. In an effort to better prepare students for the job market, faculty and
graduate students within the History Department have launched a number of initiatives in recent years to enhance the opportunities for professional training.

Royden B. Davis Teaching Fellowship:
The History Department offers opportunities each academic year for Ph.D. candidates to teach senior-level undergraduate seminars with a maximum enrollment of twenty. The Davis Fellowship provides valuable teaching experience in a subject of their choice and expertise.

Students submit applications and course proposals by early January to the Graduate Programs Manager. Students are required to consult the DDS and the DUS prior to submitting their applications. The applications are considered by the GSC, in consultation with the Director of Undergraduate Studies; awardees are informed of decisions some time in January. Ph.D. students who have passed Comprehensive Examinations and completed a year of dissertation research are eligible to apply. Preference will be given to those who have completed all or most of their research and are writing the dissertation. Decisions will be made on the basis of the quality of the proposals, curricular needs of the department, the applicant’s teaching experience, and students’ overall academic records. The GSC attempts to distribute the awards and course offerings across fields.

The award consists of tuition and stipend during the semester that the Ph.D. candidate will be teaching.

In recent years, the department has been able to provide full support for the entire year, allowing the fellow to focus on writing the dissertation in the other semester. Support for the full academic year is subject to Department resources.

Adjunct Faculty:
A limited number of courses within the History Department are taught by adjunct Instructors, frequently the full year undergraduate survey courses in European, World, and Atlantic history. In recent years the Department has made a concerted effort to offer most of these Adjunct teaching positions for our own Ph.D. candidates, and to formalize the information and selection process to ensure fairness. As with the Davis Awards, applicants submit a proposed course outline and provide recommendation letters from faculty familiar with their work as Teaching Assistants. Unlike the Davis Awards, the selections are normally made by the faculty members of the relevant Field Committee in conjunction with the DUS. The Field Committees place a particular emphasis on the quality of the proposed syllabus and on the evaluation of the applicant as a teacher.

Ph.D. candidates selected to serve as Adjunct Faculty for a survey course in History have the opportunity to design the courses within general guidelines provided by the Area Committee and are assigned office space, usually shared with other faculty. The student serving as Instructor is responsible for preparing and presenting lectures, leading discussion groups, and grading all assigned exams and essays. Because the class size for these survey courses often approaches 40-60 undergraduates, Adjunct Faculty are often assigned Teaching Assistants—usually less experienced Ph.D. colleagues—and are also responsible for supervising their work.

Georgetown University Summer School:
The Summer School offers a limited number of undergraduate History courses. Coursework that would otherwise be a semester is compressed, meeting each day over a five-week period in the early summer. Although full-time Georgetown faculty members frequently teach these courses, the History Department encourages the Summer School to consider qualified Ph.D. candidates. These teaching opportunities are more compressed, the class sizes are usually smaller, and Teaching Assistants are usually not available. Summer School schedules are completed during the preceding spring semester. Interested advanced
ABDs should contact the Chair. Students must have completed at least one year of research before applying to teach in the Summer School.

3.8 ACADEMIC CONFERENCES

In recent years, a large number of graduate students in the History Department have organized and participated in academic conferences. Such opportunities are an important component of a Ph.D. student's development as a scholar. There is no shortage of advice available from colleagues within the History Department if you are interested in putting together a panel proposal for the annual meetings of the Organization for American Historians (OAH), the American Historical Association (AHA), or other regional or more specialized professional conferences. Whether or not you are presenting a paper, it is a good idea to take part in conferences, especially those that meet in the Washington area and are more affordable to attend, in order to familiarize yourself with the workings of the profession, to hear about the most recent research in your field, and to meet colleagues (both faculty and students) from other institutions.

Conferences and Seminars on Campus:
The History Department has and will continue to host a variety of scholarly conferences which graduate students are welcome and encouraged to attend. The Georgetown Institute for Global History hosts multiple regular seminar series and a variety of other special events. Graduate students are especially urged to attend these gatherings. The Department also hosts a faculty research seminar series, which students are also invited to attend. Each year, advanced graduate students have the opportunity to present their own research in graduate student research seminars.

Phi Alpha Theta Regional Conference:
A good place to get early experience as a conference presenter is the annual showcase of the History honor society. The local Phi Alpha Theta chapter normally promotes the conference, and helps arrange payment of registration fees and transportation for students who decide to attend or participate on the program. In past years, Georgetown University graduate students have won awards for the papers they have presented at Phi Alpha Theta conferences.

Calls for Papers:
These announcements for upcoming academic conferences are posted on the student e-mail listserv on a regular basis. Keep your eyes open on Internet discussion lists as well for information about upcoming conferences, or talk to faculty and colleagues. All students should take care to join the appropriate H-net email lists for their fields.
4.0 Administrative Procedures

4.1 ACADEMIC GRIEVANCE & APPEAL PROCEDURE

A student who believes that he/she has an academic grievance, such as issues concerning grading, TA duties, etc., should first consult with the professor involved, if possible. If agreement is not reached, then he/she should approach the Department Chair. The Chair will urge further consultation between the student and faculty member; should mutual satisfaction still not be forthcoming, a grievance procedure will be initiated as follows:

1) A formal statement of grievance and pertinent supportive materials will be submitted to the DDS, who will then select two faculty reviewers and complete and distribute their findings and conclusions, advisory only, to the concerned parties;

2) When the efforts of the Department Chair and/or of the DDS fail to produce an internal resolution of the grievance, it may then be brought before an ad hoc Departmental Grievance Appeals Board which consists of six members, chosen as follows:

   a. The Department Chair, who also sits ex officio as Chair of the Appeals Board;
   b. Three faculty members, chosen by the Department Chair and including the DDS;
   c. Two graduate student representatives chosen by the Graduate Studies Committee.

It is expected that none of the faculty members so appointed shall be members of the grievant's Advisory Committee, and that any individual who is in any way a direct party to the grievance will disqualify him/herself. “Direct party” includes any classmates in a course mentioned in the grievance.

3) The group thus chosen will sit as an Appeals Board for the grievance concerned and will make every effort to obtain appropriate information including testimony from the grievant's Advisory Committee. Its decisions will be by a simple majority vote. The hearings may be private or open to the public at the option of the individual bringing the grievance. Should this procedure fail to resolve the grievance to the satisfaction of all parties, the next level of appeal is to the Dean of the Graduate School.

4.2 REGISTRATION

Registration for Courses:
Incoming students will register for courses over the summer. For all students, registration is held on announced dates in November and April for the following semester. Registration is performed online, and when online registration is not available, via paper form. The financial penalties for late registration are steep and must be paid by the student even if they are being otherwise supported by a fellowship. Students must ensure full-time status while enrolled in the program, and must keep in mind any conditions stemming from federal financial aid and international student visa regulations.

Registration for Thesis Research:
The History Department does not accept part-time students into the graduate program. Full-time status is achieved by a full course load of nine credit hours, or enrollment in the appropriate category of Thesis Research:
• Thesis Research (History 999-01): This is the standard category for students who have completed coursework.

• Thesis Research (History 999-03): This category must be used by students who are near the end of their coursework, and for whom registration for the remaining required course credits would result in less than full-time enrollment.

• Thesis Research (History 999-05): For a student past coursework and the primary instructor of record for a course. Applies only to the semester that the student is teaching.

Leave of Absence:
Students compelled for any reason to interrupt their consecutive semester registration, must still register, then request a formal Leave of Absence from the program, via form available with the Graduate Programs Manager. Leaves are regulated by the Graduate School, but the Department reserves the right to add any other conditions for successful reinstatement to the program. See the Graduate Bulletin for further on the four types of leave available—Personal, Medical, Parental, and Military Leave. The request must conform to the Graduate School’s definition of a leave of absence. All four categories of leave have different rules and application procedures, and students are strongly advised to consult the Graduate School Bulletin to verify the consequences of each type of leave before submitting a request. Students can also consult the DDS and/or Graduate Programs Manager on which type of leave is appropriate.

Time Limit:
Seven years is the current time limit for completion of the Ph.D. Depending on the type of leave a student secures, leaves of absence may or may not count against the seven-year clock. The Department will support an extension request if there is good reason, and if the student is experiencing delays due to research problems but is otherwise making good progress. The Department supports requests beyond the eighth year only in the most exceptional cases. Those needing to apply for an extension must provide a detailed and realistic plan of action, developed in close consultation with the Mentor, who must also attach a letter of detailed support. All requests for extensions must be submitted to the Graduate Programs Manager for Departmental review, approval, and forwarding to the Graduate School. Students are advised to request an extension that will suffice so that a second request will not become necessary, as second requests are not as well-received. The Graduate School generally will not grant an extension of more than one year per application.

Withdrawal
Students enrolled in the program are able to voluntarily withdraw at any stage in the program. Students must notify the Graduate School and cc the Graduate Programs Manager of their intent to withdraw via email message from their official GU email account.

Students who voluntarily withdraw from the program and wish to rejoin within a three-year period dating from the end of the semester or summer term in which the student was last registered may request reinstatement by first notifying the DDS and Graduate Programs Manager. Students who request reinstatement and are at the coursework, comps, or research stage must include a timeline for completion in their request. Students who request reinstatement for the purpose of defending and completing the program must present a full defensible draft, endorsed by the Mentor, for review by DDS. Students who plan to return in the fall semester should submit their request to the Department no later than August 1, for the Spring semester no later than November 1, and for the Summer semester, no later than April 1.

Students who voluntarily withdraw from the program and wish to rejoin after the three-year period has lapsed will need to apply for readmission to the program as if they were newly-entering students.
4.3 GRADUATION

Masters and doctoral degrees are awarded at the end of each month of the year except June. Check with the Graduate School or the Graduate Programs Manager for the list of graduation dates. Students apply to graduate via MyAccess.

Clearance for Graduation:
For a May degree, terminal M.A. requirements or the successful completion of the doctoral dissertation must have faculty approval and be accepted by the Graduate School no later than May 1. Ph.D. students must submit a completed dissertation in order to be cleared for graduation, and cannot participate in May Commencement Exercises without submitting the final draft, regardless of a successful defense.

Diplomas:
Diplomas for degrees granted between July and April are normally available for pickup or mailing approximately 6 weeks after the official degree award date. Graduates for May commencement can receive their diplomas at Commencement or shortly thereafter. No diplomas or final transcripts are issued to students with unpaid balances on their student accounts.

Cap & Gown Order:
Participation in May commencement ceremonies is optional for all students who receive graduate degrees between July and May, but those participating in the formal ceremony are required to wear proper academic attire (cap, gown, and hood), obtainable from Jostens. Jostens visits campus on specific dates during the spring semester, available from the Graduate School.

Final Transcripts:
Official copies of final transcripts, including the student’s graduate degree, are normally distributed or mailed with diplomas. Students wishing additional copies of final transcripts can usually obtain them from the Registrar’s office within two to three weeks of the degree award date.

4.4 DOSSIERS & JOB SEARCHES

Departmental Academic File:
All students should assist the Graduate Programs Manager in maintaining their departmental academic file up to date by submitting all forms in a timely manner. The information contained within this file will inform various bodies within the university, not only the GSC, of the student's progress in the program. The GSC relies on these letters when making decisions on fellowship renewals and considerations for financial aid.

Job Dossier:
Ph.D. candidates nearing completion of their degree and wishing to enter the academic job market should prepare a dossier using Interfolio.com. More information on using Interfolio is available with the Graduate Programs Manager.

Job Searches:
Students should consult with knowledgeable colleagues and faculty members for advice on how to prepare for job searches. Most professors, and some graduate students, have had experience sitting on hiring committees and can tell students what makes a successful candidacy. Do not hesitate to consult with them. Each fall, the Department identifies graduate students who are planning to be active on the job
market that year, and faculty who have volunteered to serve as placement advisors meet with them to work on job letters and CVs, arrange mock interviews, and critique practice job talks.

2017-2018 Placement Officer: Prof. Benton-Cohen


4.5 THE OFFICE ENVIRONMENT

Throughout the academic year, with the exception of holidays, the working hours of the department are 9:00 a.m. to 5:00 p.m. Monday through Friday. During the summer months, the office hours are reduced.

Keys:
All graduate students are issued a department key at New Student Orientation. Additionally, those graduate students who are Teaching Assistants are issued keys which provide access to the office of the professor to whom they have been assigned, as well as to the front and back entrances to the History Department. At the end of the semester, all Teaching Assistants must return their key to the Office Manager. If a student loses a key, he/she must pay to replace it. If the professor requests it for security reasons, the door lock must also be replaced at the expense of the student.

Security:
The outside doors to the department should always be kept locked after hours. The rear doors should be kept locked at all times. If you notice anyone you do not recognize wandering around after hours, please offer to help them get where they are going or encourage them to leave the department. Never leave wallets or purses unattended, even in an office.

Conduct
The department hallway and other department areas are workplaces, where the university code of conduct applies. When using these spaces, students should show mutual respect and maintain a quiet, comfortable, and safe working environment at all times.

Supplies:
History Department stationery is available for business purposes in both hard copy and electronic format. There is usually a limited supply of paper available in copiers or laser printers.

Telephone:
Teaching Assistants who have access to professors' offices should not make personal long distance calls from these phones. Professors receive a monthly statement of long-distance charges to their extension and are asked to identify any calls that are not their own.

Computer Usage:
The department maintains five computers and a designated laser-jet printer at the back of the department for the exclusive use of graduate students. There are two additional computers located next to 605. These are designated for adjunct faculty who may occasionally not have access to an assigned office. We do believe in sharing resources, but please respect the designation of certain computers for teaching assistants and adjunct faculty. Student computer labs and terminals are also located on the first floor of ICC, in the library, and in other buildings throughout the main campus.
Updating Records:
Please comply promptly with all requests from the DDS and Graduate Programs Manager to update your records. If you change residence, it is essential that you provide the Graduate Programs Manager, the Registrar, and the Graduate School with your new address and phone number. In all cases, the Department and other offices of the university will use your GUMail address to contact you electronically. If you prefer to check your e-mail via some other account please contact UIS to arrange mail received in your GU account to forward to your preferred account. Students who do not adhere to Department rules and procedures because they do not check their GU email will not be granted leeway.

Graduate Student Email List:
The usual, most effective, and fastest means of passing information to graduate students in the History Department is our e-mail listserv, which is maintained by the Graduate Programs Manager. You will be subscribed to the departmental listserv using your GUMail address, and it is your responsibility to check that account for news. Any email account regularly generating error messages to the listserv may be deleted from the listserv.

If you prefer to use some other e-mail system, it is your responsibility to direct the mail from your GUMail account to your alternative email system.

Announcements of job postings, graduate student meetings, social events, deadlines for academic and administrative functions, and other information relating to the History Department are distributed through this system. Students who fail to regularly check their GU account or fail to make arrangements to have GU email forwarded to another account will most certainly miss important announcements.

Photocopying:
Graduate students have access to the copy machines located near the front and back of the department. Students should make a concerted effort to minimize the use of the photocopiers, scan materials whenever possible, and use the rear copier. Avoid large jobs during business hours, when others may have urgent classroom needs.

Water Cooler, Coffee Machine, Fridge, and Microwave

These devices are for the common use of faculty and graduate students. Do not leave anything for others to clean up. It is everyone’s responsibility to replace the water bottle and refill the coffee machine.
5.0 **University Resources**

In addition to the resources referenced above, students can seek additional assistance below. If students have questions navigating the University’s wide variety of departments, offices, and resources, they are welcome to contact the DDS or Graduate Programs Manager.

**Academic Resource Center**

[https://academicsupport.georgetown.edu](https://academicsupport.georgetown.edu)

**Office of Student Living**

[https://studentliving.georgetown.edu/off-campus](https://studentliving.georgetown.edu/off-campus)

**Office of Student Financial Services**

[https://finaid.georgetown.edu/graduate](https://finaid.georgetown.edu/graduate)

**Office of Student Health Services:**

[https://studenthealth.georgetown.edu](https://studenthealth.georgetown.edu)

[https://studenthealth.georgetown.edu/mental-health](https://studenthealth.georgetown.edu/mental-health)

**Office of Institutional Diversity, Equity & Affirmative Action (IDEAA)**

[https://ideaageorgetown.edu/](https://ideaageorgetown.edu/)

**Cawley Career Education Center**

[https://careercenter.georgetown.edu](https://careercenter.georgetown.edu)

**The Georgetown Writing Center**

[http://writingcenter.georgetown.edu](http://writingcenter.georgetown.edu)

**Center for New Designs in Learning and Scholarship**

[https://endls.georgetown.edu](https://endls.georgetown.edu)