

THE JOHNS HOPKINS UNIVERSITY
PROGRAM IN THE HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY
Effective Fall 2024

GRADUATE HANDBOOK for students in the Department of History of Science and
Technology, Homewood campus (January 2024).
Department website: <http://host.jhu.edu/>

I. INTRODUCTION

The Department of the History of Science and Technology at Homewood has a long tradition dating back to Arthur Lovejoy's renowned History of Ideas Club. A formal program in the history of science began on the Homewood campus in 1962 under the leadership of Harry Woolf, and became a full department in 1964. It became an internationally recognized center for graduate teaching and research, and its graduates have gone on to top positions in universities and museums throughout the world. The Department's offices on the Homewood campus are on the third floor of Gilman Hall. At Homewood, the administrator's office is located in 301E Gilman Hall.

Our program counterpart, The Institute of the History of Medicine, was founded with the aid of a Rockefeller grant in 1929 and is the oldest academic department of its kind in the United States. It pioneered graduate education and research in the history of medicine and public health. The Institute played a prominent role in the development of medical history as an academic discipline and still has an important place within the School of Medicine. It has responsibility for editing the *Bulletin of the History of Medicine*, the premier journal in the field. The Institute has faculty and administrative offices on the 3rd floor of the Welch Library at the medical complex in East Baltimore, including a seminar room and an outstanding collection of rare books in the history of medicine.

Together, the two departments comprise The Program in the History of Science, Medicine, and Technology. However, it is crucial to understand the departments are administratively different. Students who wish to study history of sciences and technology apply to the History of Science and Technology, and earn their degrees from the School of Arts and Sciences; students who focus on the history of medicine apply to the Institute of the History of Medicine, and receive their degree from the School of Medicine.

Like most departments at Johns Hopkins, we have preferred a common law tradition of customs and usages to formal bureaucratic guidelines and procedures. Departmental requirements continually evolve to reflect the current consensus among faculty and students about the best way to prepare our graduates for the challenges and opportunities ahead. We hope that this handbook will provide a convenient guide to the Program's policies and traditions. Bear in mind, however, that it is intended to supplement, not substitute for, such official documents as the university catalog. General policies may be found at the Graduate Board website: <http://homewoodgrad.jhu.edu>

Policies and Resources

General Policies

[JHU Policies](#) is a library of all University-level policies.

[Policy on Mentoring Commitments for PhD Students and Faculty Advisors](#)

[Policy on Annual Academic and Professional Development Discussions for PhD Students and Their Faculty Advisors](#)

Academic Requirements

[University Requirements for PhDs](#) (updated March 2022.)

[Probation, funding withdrawal, and dismissal policies](#)

[Graduate Board policies regarding preliminary and final exams](#)

Writing Help

[Writing Center](#)

Teaching and TAs

[Center for Teaching Excellence and Innovation](#)

[University Teaching Assistant Resources](#)

Job searches and professional development

The [PHutures](#) office.

[Women and Gender Resources](#)

Wellness

[Wellness Resources](#) are provided by the Office of Student Health and Well-Being.

[Mental Health Services](#)

[Family Resources](#)

[JHU Child Care Vouchers](#)

Immigration

[Office of International Services \(OIS\)](#) provides immigration, visa, and travel guidance to the Johns Hopkins University international community.

II. WHAT IS GRADUATE SCHOOL?

Graduate school experience differs significantly from undergraduate studies. Classes are small, and you may even find yourself to be the only person in a class. There are not a lot of grades or small assignments that provide you with feedback on your progress. Instead, feedback comes in the form of comments, suggestions, discussions, and in the models that are constantly before you. The relationship with the professor is also different; it starts resembling more of an apprenticeship and slowly transforms into collegial collaboration towards the end of your studies.

The primary function of our program is to train you to be a scholar – to make original contributions to knowledge. Realize therefore that no matter how talented you are already, you still have something to learn and you will still need “polishing”. Be prepared to accept constructive criticism and to learn from it. The activities of discussion and critiquing go on all the time, and gradually a perceptive student will absorb the methods and adopt the standards of the profession. Whether in a class, in the colloquium, or in informal discussion with students and faculty, you will be learning all the time, simply by observing what is going on around you. Pay attention to the models you will meet; copy from the best and avoid the mistakes of the worst. Learn not to repeat errors and strive to critique your own work better with each new project.

At any time, you should feel that you can take initiative. Get in touch with a faculty member to discuss an idea or propose a project. If there is a course you would like to see taught, or a discussion group you would like to organize, get in touch with a faculty member and suggest it. Not everything will be possible immediately, but much of what we do is in response to student initiatives.

Graduate study is intensive and demanding. It is expected that you will be working full-time toward your degree. You should not plan on holding any other, non-academic employment. As you advance in your graduate studies, there may be opportunities to learn in other academic setting – for example, by serving as a Research Assistant, doing copyediting, performing organizational or promotional activities for a program or a grant, etc. These academia-adjacent jobs will provide you with experience and skills essential for academic life, so you may consider them as a kind of professional development. However, be mindful not to overload yourself, even if the jobs in question are within academics.

Burnout is academics’ professional hazard. Academic life presents numerous exciting opportunities, and it is tempting to immerse yourself in them. While many of these opportunities may feel energizing at the moment, accumulatively, they may drain your energy levels. It is important to pace yourself and find balance. Make sure to combine periods of intensive study with activity that refuels mind and body – such as exercise, music, casual reading, or a hobby. It is also important to cultivate your social support network, within and outside of the Program.

III. ACADEMIC LIFE

Choosing an advisor

In your first year you will be assigned a faculty advisor, depending on your research interests. Near the beginning of the second year, you should determine the area you wish to specialize in and choose an advisor who is willing to supervise the rest of your graduate program. Your advisor should help you design a coherent, individualized program of studies. Generally, your advisor will be the person you expect to be your dissertation advisor. If your interests change, you should also change advisors. Your advisor must be within your own department for bureaucratic functions, because the systems of the two schools are not integrated, but you may work with faculty in either department on research projects and fields. Your thesis advisor would also be in your department.

Academic Requirements until Dissertation

All pre-dissertation students in the department have the same requirements to fulfill. During the period before the dissertation, you are working both to attain a general mastery of the history of science, technology, or medicine, and to learn the skills of academic research and writing. As you progress, you will begin to specialize in a few specific areas, and ultimately to choose a dissertation topic. In order to achieve the ABD (all-but-dissertation) status, you will need to pass both first-year exams, complete the required coursework, write, present, and defend a “second-year” research paper, pass two language exams, complete three specialization fields, and submit a research prospectus.

Coursework

All full-time students must register for a minimum of nine credits per semester and not to exceed twenty credits per semester.

Pre-ABD students are required to register for three graduate courses each semester, one of which should be a research seminar. ABD students in resident status are encouraged to register for seminars pertinent to their interests. Graduate courses are coded at the 600-800 level. You may also register to combined graduate/undergraduate courses coded at the 400 level. Sometimes, a professor may create a graduate section to an undergraduate seminar, but you should not assume that any undergraduate course would have one. If you find that it is essential for you to take an undergraduate course, please discuss your options with your advisor.

All graduate students in resident status are required to register for the Colloquium. The Colloquium is jointly organized by the History of Science and the History of Medicine departments, and meets weekly alternating location between the Homewood and the East Baltimore campuses. The majority of colloquia involve discussion led by a guest speaker, often with a pre-circulated paper. Sometimes faculty and advanced students present at the colloquium as well. Second-year students present research papers at the Colloquium (see below).

There are different kinds of graduate courses:

1. Graduate sections of the survey courses
2. Historiography and Methods courses
3. Research seminars
4. Courses tied to specialization fields (see section on “Fields”)

1. Graduate sections of the survey courses. The purpose of the first year of studies is to acquire a basic grounding in the subject matter and methodology of the history of science, medicine, and technology. To this end, all first-year graduate students take a two-semester survey course in either the history of science or the history of medicine. Students in the History of Science and Technology department are required to take the "Scientific Revolution" and "The Rise of Modern Science." In addition to the undergraduate lectures and reading material, there will be a graduate section for the survey course that meets separately and discusses an expanded reading list. To fulfill the requirements for this course, students must pass the examination at the end of each semester. This exam is a 24-hour take-home, generally with three essay questions. Speak to your advisor and to the faculty leading the graduate discussion sections about specific requirements for the exam and guidance about the types of questions you will be expected to answer.

2. Methods and Historiography. Students must take "Research Methods in the History of Science, Medicine, and Technology" and "Historiography in Science, Medicine, and Technology Studies" within the first three years of study. These courses alternate annually and are usually offered in the Fall semester.

3. Research Seminars. A research seminar allows students to get deeply involved in a research project, which may well extend beyond the life of the seminar itself. We strongly encourage students to work up promising research topics for scholarly publication. While a research-oriented seminar will focus on a particular topic or theme, the themes vary from year to year (as does the professor teaching it). These seminars are often taken by more advanced students as well.

Make sure to register to at least one research seminar each semester, as this kind of graduate course enables you to fulfill the requirement of writing at least one research paper per semester. The intent of this requirement is to ensure that all of our students have the necessary research and writing skills to tackle their dissertations. You should expect to write papers outside your area of special interest: this is an opportunity to broaden your knowledge and learn to use a variety of sources. Explore and experiment. While it is understood that students will rarely be able to produce a paper of fully publishable standard in the short space of a semester, we hope that some of these papers, more fully developed, would be suitable for presentation at conferences and, ultimately, publication. These research papers may be written in a variety of contexts; you will be able to work with a variety of faculty members in developing the skills of historical research and writing.

4. Reading Seminars. Another kind of course is a reading seminar which is focused on historiographic issues. Such courses explore innovative new work in our field, or cover scholarship on a particular topic. In most cases the final assignment for such a course would be a historiographical paper, which surveys the ways various authors approach a certain issue or a question. However, it is sometimes possible to write a research paper at the end of a historiography seminar. Please consult with the course instructor if this possibility is open to you. If you need a course to produce a research paper, make sure to inquire about this option before the beginning of the semester.

Second Year Paper

One of the major milestones in our graduate program is what we call the Second-Year Paper. This is a research paper that a graduate student develops in their second and third semester and presents to the HSMT colloquium in the spring semester of their second year. The paper should be an original investigation based on historical sources, and should stand as a testimony to student's readiness to take on a more extensive dissertation project. The paper should be 25-35 pages in length, plus bibliography.

Second Year Papers may originate in a variety of projects. Some of our past students utilized their MA research to develop a more robust, and academically sound paper. Other students developed a research paper they've written in their first year. Yet others decided to begin their dissertation research on a small scale, and write a paper that is directly related to their dissertation topics. Or, this paper could originate in a side interest – what we call a “pet” project. A paper's origin often determines the future of the paper – some will be published as a journal article, some will become a chapter in the dissertation, and some may morph into a dissertation outline.

In preparing the Second Year Paper, students are expecting to work closely with a faculty advisor. Students should consult the advisor about their proposed topic and research questions, meet regularly to discuss research progress, and submit drafts in preparation to the final presentation. Students should also work with their advisor and the Colloquium organizer to set the date for the Colloquium presentation. A complete draft of the paper should be available to the advisor *at least* a month before the presentation. The final draft must be submitted to our administrator one week prior to the Colloquium presentation.

It is important to be mindful of the schedule leading up to the Colloquium presentation of the paper. Although the presentation itself may take place in March or April of student's second year, it needs to be completed much earlier to allow for faculty advisor feedback and revisions. Students for whom English is not a native language should also allow time for language editing. Usually, students use the summer after their first year to conduct the necessary research (archival, oral, or otherwise). Some students, who are confident in their topic, may already conduct their research toward the Second Year Paper over the winter of their first year. Consult with your faculty advisor and make a timeline, calculating back from the Colloquium presentation date.

A positive evaluation of the Second Year Paper by the department faculty is a necessary precondition to student's proceeding towards an ABD status. Where Ph.D. students have needed additional time to improve their research and writing skills before going on to their field and dissertation work, the department has recommended that they prepare for an M.A. In such cases, one year of residency, completion of satisfactory course work, competency in one foreign language, and the submission of an acceptable thesis, generally in the range of 75-100 pages, are required. Only one reader is required for the M.A. theses. Although the master's essay can be understood as remedial, you should also know that a number of our students who have undertaken master's essays, have published them in scholarly journals, and then have gone on to complete the graduate program and embark on distinguished careers. About as many others have ended up with terminal master's degrees. Sometimes students who choose to leave the program will complete a master's degree.

Languages

All graduate students must demonstrate reading proficiency in two languages (besides English). Languages should be related to student's focus in their dissertation. It is advisable to consult with your faculty advisor or with the Director of the Graduate Studies if you are unsure which languages you should learn. Proficiency is shown by means of an exam, administered by the relevant language department or by a faculty member. Students may choose to take advantage of the reading courses offered by the Modern Languages and Literature department, as well as the summer language courses. If your first language is not English, you may choose to count your native language as one of the two required for the degree. In specific cases, such as native speakers or other obvious proficiencies, the department may decide not to require an exam. Language requirements should be completed **by the end of the third year**. Speak to the Director of the Graduate Studies or to your advisor about "passing" the requirement in different languages, as the procedures vary depending on the language.

Prospectus

The prospectus is a research- and writing plan for your dissertation. A prospectus should show that you have already done a significant amount of research, which allows you to formulate a well-informed and realistic plan. It should manifest familiarity with the relevant secondary literature, explain what research questions guide your inquiry and what is your preliminary answer to those questions, and discuss research methods and sources to be used. It should also include a timeline for completion. At the same time, it is important to keep in mind that like all other plans, a dissertation plan is bound to change the moment you begin your research and writing. It is normal to still be uncertain about elements of your plan at the time of the prospectus submission. The important thing is to have a good *plan*, not to have everything already figured out before you even begin writing your dissertation. Although the Prospectus is expected to be submitted by the end of the summer after your third year, your *dissertation plan* will keep evolving as you make more discoveries in the archive and hone your argument in writing.

You should discuss the exact specifications for your Prospectus with your dissertation advisor (by this point you should be certain who this person is). However, the rule of thumb is

that the document should be between 20 and 40 pages long not including bibliography. It should include the following:

- description of your historical case
- research questions
- preliminary hypothesis
- review of secondary literature that deals with similar questions and topics (historiographical essays from your reading seminars and fields can be very useful here)
- explanation of the significance of your research – what broader issues do we learn from exploring this case?
- explanation of specific parameters of your study – why this specific time frame? why this geographic region? why these particular actors? Etc.
- explanation of the sources you are planning to utilize
- explanation of the research methods you are planning to employ
- preliminary chapter outline, with 2-3 sentences explanation for each chapter
- timeline, including travel, fellowships, funding, time spent at each location and time allocated to writing each chapter.

Your advisor should review your Prospectus and **notify the department administrator when the Prospectus is approved**. Usually, approval of the prospectus would be the final step towards achieving ABD status. Please check with the departmental administrator that all the requirements have been indeed completed and recorded.

Professionalization Activities

Whether you intend to pursue an academic career or not, it is highly advisable to participate in professional conferences and workshops related to your field of study. Conferences and workshops allows you to get feedback from specialists outside of our department. It also offers opportunities for networking, and helps you find and define your own communities of interest.

The most prominent association in our field is the History of Science Society (HSS). Many members of our department are also members of the Society for the History of Technology (SHOT). Both societies usually hold annual conferences in the fall. Occasionally, HSS and SHOT meetings are run in conjunction. Historians of medicine attend the annual meeting of the American Association for the History of Medicine (AAHM). Many historians of science, medicine, and technology also attend the annual American Historical Associations. If you specialize in a particular geographical region, you would be advised to attend conferences and workshops specific to that area, such as, for example, the Association for Asian Studies (AAS). In addition, you will discover that there are numerous other conferences and workshops worth attending.

While conferences and workshops are very exciting and thought provoking, they are also physically draining and put a serious demand on your research time. You will also discover that sometimes smaller and less famous conferences prove to be more rewarding than the massive ones, where individual participants remain anonymous. Please be wise in your decisions about which conference to attend; make sure you going to get what you need out of the event.

Satisfactory Progress

The phrase “satisfactory progress” is one you will hear repeatedly. There is no absolute and ironclad definition of such progress, except to say that it is defined by the student's advisor and the student, in conjunction with the Department, tailored to specific circumstances and needs. Although the definition varies from year to year and student to student, certain general guidelines apply to everyone. This list indicates what requirements should be completed by the end of the year indicated. Aim to complete everything within five years.

1st year: completion of 1st year exams, coursework, Colloquium, and writing of research papers.

2nd year: work on “fields,” languages, coursework, Colloquium, writing and presentation of 2nd year paper.

3rd year: application for external funding for the 4th year, if needed; completion of MA thesis, if necessary; completion of fields and languages by the end of the Spring semester; work on prospectus over the summer, coursework if desired, Colloquium.

4th year: approval of prospectus by the beginning of fall term; archival and other research; relevant research travel as needed.

5th year: dissertation research and writing, with the aim of completing the dissertation.

6th year: completion of dissertation, possible DTF or other funded extension.

Some students have finished in fewer than six years; others complete a difficult language requirement in their third or fourth year or require prolonged research abroad. The single most important assessment of satisfactory progress is made by your advisor; the two of you should work out concrete plans for assessing satisfactory progress from year to year. However, final decisions about satisfactory progress are made by the Department as a whole, when it meets in the spring to review the progress of each individual student. If progress is not satisfactory, students may be denied funding or asked to leave the program. Each year you should think of April 1 as your unofficial deadline: be prepared to show your advisor what you have accomplished to date that year, so your advisor can speak for your progress in the faculty meeting later that spring.

Annual report requirement: The Graduate Board requires that all students complete a year- end progress report of their activities, indicating what has been accomplished during the school- year, what papers or other work yet to be completed in the current year. This report should also address plans for the upcoming school-year. Indicate your progress in the doctoral program thus far, such as any requirements completed, courses taken, exams, and any academic activity such as papers published or papers given at conferences, etc. The report will also include an “Independent Development Plan” section at the end to address short- and long-term academic goals and professional development activities. Make sure to discuss your post-graduation plans, including plans for possible non-academic employment. This report must be submitted and discussed with your advisors by April 1st. Incorporate your advisor’s feedback and submit the finalized report to the department Chair and copy to the administrator no later than April 15th.

The Dissertation

Nothing will do more to shape your future career than the choice of subject and the quality of your thesis. The subject will be negotiated between you and your advisor, sometimes with the assistance of other faculty members with particular expertise in the field. You will want to be certain that what you are proposing is novel, significant, and, not least, feasible. However good the topic, if you cannot research and write it within two or at most three years, consider something else.

In selecting a project, remember that you will be making a serious investment of your time and energy over the next several years. Your first book will most likely be derived from the dissertation. So be prepared to conduct a thorough search of the literature. You don't want to reinvent the wheel or get scooped. Give some thought to logistics. Will your dissertation require six months of field work in Russia? How will you support yourself? Are the archival sources you need accessible and open to the public? Are there any special restrictions on photocopying or publishing material from the collections? A little advance preparation back home can save a lot of anguish later on. Your advisor and advanced graduate students can provide some pointers based on hard-won experience. Don't be discouraged if your first couple of ideas don't fly. Feedback from your advisor up front can save you from making some costly mistakes.

University regulations require that every candidate pass a Graduate Board examination, for which there are two departmental examiners and three examiners from other departments within the university. There are three ways to fulfill that requirement: an exam on all of the fieldwork done by the candidate; a defense of a dissertation proposal; a defense of the dissertation. In practice, the third option is preferred. Generally, you and your advisor will discuss appropriate examiners and two alternates, and your advisor or the departmental administrator will take care of scheduling. In special circumstances, where we do not have the relevant expertise in-house, examiners may be appointed from outside the university.

Defending a dissertation. At completion, the thesis will be read by your advisor and one other member of the department, before the final defense. The defense itself lasts about two hours, with each examiner taking a turn questioning you. After a successful defense you will send one copy of the thesis to the library electronically and give a second bound copy to the department. For the rules on formatting and submission guidelines, consult the [MSE Library's website](http://www.library.jhu.edu/library-services/electronic-theses-dissertations/) under "Electronic Theses and Dissertations": <http://www.library.jhu.edu/library-services/electronic-theses-dissertations/>

Meeting the official fall and spring deadlines for the defense affects whether tuition needs to be paid and whether you can graduate at the May ceremonies. Otherwise a defense can be scheduled at any time.

Resident and non-resident status.

Students who are not receiving departmental support and who are "ABD" (all but dissertation) may apply for "non-resident" status, which means the tuition is 10% the amount for students in residence. Non-residents may work on campus part-time (fewer than 20 hours per week) but may not be TA's or have other teaching positions, and may not register for classes.

It is important to know that "non-resident" still means "full-time student." In other words, your student loans will continue to be deferred while you are non-resident. You are also eligible for, but not required to take, Homewood health insurance.

At Homewood, students may be placed on Term Leave of Absence when they are unable to continue their graduate studies for personal or health reasons. Such a leave of absence is for a specified period of time, not longer than two years. As in the case of non-residency, students on leave of absence are not expected to be physically present at the Homewood campus, nor are they allowed to register or be on the University payroll. No fees are charged; the leave is considered an interruption of the degree program; you are no longer a full-time student. Therefore, unlike non-resident status, if you are on leave of absence you cannot complete your dissertation. Nor will your student loans be deferred.

You should know that none of these non-residency/leave of absence statuses are routine or automatic. On each campus, you must apply for such a status, and follow through on paperwork, etc. If you are a foreign student, you need to work with the Office of International Services at Homewood or with the Visa Office at the Medical School in order to make certain that your change in status will not cause visa complications. Indeed, Homewood requires a signature from that office on the application form for leave of absence or non-residency. All students should think carefully about the potential implications of their choice of status.

The Homewood Graduate Board limits non-resident status to a maximum of ten semesters. Regardless of the length of non-resident status or leaves of absence, the maximum duration of graduate studies for any given student cannot exceed 12 years.

IV. FUNDING.

Basic funding is from the Krieger School and provides tuition, stipend, and health insurance. Usually, first-year students receive stipends in the form of a fellowship, that is, they receive funding without the obligation of service to the department in the form of teaching or research assistance. For these fellowships, taxes are not withheld, although the fellowship is taxable income. After the first year, students will be expected to serve as Teaching Assistants (TAs) and receive a stipend with taxes withheld. Some students enter the department with external funding, such as that from the National Science Foundation (NSF), or a Mellon Fellowship. When students have external funds of this kind, the department will often renegotiate the level of support provided by the Krieger School.

Summer Plans

The university offers year-round support to graduate students starting in the fall of 2015. It is the Department's expectation that the student will devote most of the summer (minus some vacation time) to fulfilling degree requirements, including doing research on dissertation projects. Students will be asked to provide a statement outlining summer plans in early to mid-April; stipend funding is contingent on having an acceptable plan for activity that fulfills degree requirements. Your plans should be discussed in advance with your advisor and should be approved by your advisor.

It is necessary to register for AS.140.808, Graduate Independent Research, during the summer term even though you are not formally taking a course and may not be on campus. There are no tuition fees for summer registration, but there is a late fee if you miss the registration deadline.

Teaching Assistants

Being a teaching assistant is preparation for being a professor. Usually, being a TA involves running a discussion section, where the TA teaches the discussion part of the course, grades student work, and assists in other ways. The guideline the department has suggested is that TAs are expected to work an average of 10-12 hours per week. In a large lecture course, most weeks will not require the full 10 hours, but the two or three times in the semester when exams or papers need to be graded, it will be more than 10 hours. If you find yourself consistently taking a good deal more than 10 hours a week, you should seek advice from other students, your advisor, or the professor of the course; it may be that they can help you to prepare more efficiently.

Funding after Third Year

The Department generally guarantees funding for up to five years, contingent on satisfactory progress. Funding is contingent upon teaching assistantship for six out of ten semesters of funded work, but the timing of those teaching semesters can vary. All students in good standing receive tuition and health insurance as the budget permits. Students are expected to apply for outside funding for dissertation research and writing.

How do you find grants for which you might be eligible? The American Historical Association publishes a guide to grants of interest to historians; it is probably the best starting point. Announcements of grant and fellowship opportunities regularly appear in the newsletters of the History of Science Society, the American Historical Association (its newsletter is called *Perspectives*), the Society for the History of Technology, and the Organization of American Historians, which all members receive. Much of this information is now available on the web.

Information on opportunities for the history of medicine are published both in the American Association for the History of Medicine newsletter and the Bulletin of the History of Medicine. Copies of these newsletters are generally available in the new journals section of the Institute of the History of Medicine library.

Conferences & Research

The department offers its students support towards research expenses and attendance at conferences. This fund is meant to encourage professional development. For extended trips abroad your advisor should know of your travel plans, in case prior approval is needed. Be sure to inform the School if you are planning to travel to a country that poses any danger (war, disease, etc.).

V. ADMINISTRATIVE AND PRACTICAL MATTERS

Two schools, two rules

The Program occupies an odd position between the Homewood campus and the Medical School. Some of our students are registered at one, and some at the other. We don't have "dual citizenship." Perhaps the first difference between the two schools you'll encounter is in registering for courses. The university provides online registration: course and schedule information are also available online. However, if you wish to register for a course taught at the Medical School, even if it is within our program, you cannot register online, but must fill out a paper "interdivisional registration form", which also requires a signature from the advisor or department chair. **You must register every semester.** Failure to do so may result in financial penalties or residency/registration inaccuracies.

Borrowing privileges from the Welch and Milton S. Eisenhower (MSEL) libraries may differ: be attentive to different return dates and late fees. Welch books may be ordered from the same Library Services Center storage facility as Eisenhower books, but may have different due dates: watch for these kinds of discrepancies.

Health insurance and medical care differ for students at different campuses. Homewood students report for basic medical care to the Student Health and Wellness Center. The Counseling Center provides counseling and referrals. You must go to your own campus's clinic, and you must get a referral from them to see a specialist and have it covered by student health insurance.

Keys to Gilman

Our administrator will give you a key that fits the graduate student workroom, the graduate student lounge, the main department door (Gilman 301), and the storage closet opposite the kitchen. All keys are to be returned within two weeks after you have submitted your final thesis to the library, or two weeks after withdrawal/termination from the program.

Student-Faculty Communication

In addition to formal policies, such communication between students and faculty is carried on informally. Stay in contact with your advisors and other faculty and whenever you don't know something, just ask, no matter how simple or trivial it may be. It is difficult for faculty to anticipate everything a student may need to know: they will count on you to come to them if you need something.

For general issues that affect all students, the graduate students may decide to elect one or two students to meet with Chair or Director of Graduate Studies as representatives of the student body. However, students should feel free to bring any problems to the Chair or Director of Graduate Studies at any time, either as groups or individuals.