



**KROC INSTITUTE**  
FOR INTERNATIONAL PEACE STUDIES

# Ph.D. Student Manual

2019-2020



## Table of Contents

### 1. [The Doctoral Program in Peace Studies at the University of Notre Dame](#)

### 2. [General Guidelines for Doctoral Students at the Kroc Institute](#)

### 3. [Academic, Administrative, and Financial Aid Policies](#)

- [3.1 Full-time and part-time status policy on non-residence](#)
- [3.2 Measures of good standing and satisfactory progress](#)
- [3.3 Financial support \(assistantships, credit transfers, etc.\)](#)
- [3.4 Academic integrity](#)
- [3.5 Appeal procedures](#)
- [3.6 Interruptions of progress toward degree](#)
- [3.7 Comprehensive Exam in Peace Studies](#)
- [3.8 Language requirement](#)
- [3.9 Named fellowships](#)
- [3.10 Dissertation Writing Seminar](#)
- [3.11 Peace Research Education Seminar \(PRES\)](#)
- [3.12 Placement director](#)

### 4. [Specific Degree Programs](#)

- [4.1 Ph.D. in Anthropology and Peace Studies](#)
- [4.2 Ph.D. in History and Peace Studies](#)
- [4.3 Ph.D. in Political Science and Peace Studies](#)
- [4.4 Ph.D. in Psychology and Peace Studies](#)
- [4.5 Ph.D. in Sociology and Peace Studies](#)
- [4.6 Ph.D. in Theology and Peace Studies](#)

[Appendix A: Support for Presenting Scholarly Research](#)

[Appendix B: Support for Summer Research and Training](#)

[Appendix C: Peace Studies Graduate Student Instructor of Record Opportunity](#)

[Appendix D: Doctoral Student Conference Opportunity](#)

[Appendix E: Doctoral Candidacy Checklist](#)

## 1. The Doctoral Program in Peace Studies at the University of Notre Dame

The University of Notre Dame is one of the leading centers in the world for advanced study in the interdisciplinary field of peace research. Situated within a major international Roman Catholic university and part of the Keough School of Global Affairs, the Kroc Institute for International Peace Studies has established a doctoral program that seeks highly qualified students from all major cultural regions of the world and from diverse religious and secular traditions. Students and faculty with diverse perspectives mingle in the classroom and share their disciplinary expertise with one another in research. Successful applicants to this program show serious commitment to advancing humanity's understanding of the conditions essential for peace, justice, and human rights, as well as the causes of armed conflict.

Doctoral students in the Kroc Institute's degree programs at Notre Dame receive mentoring from world-class scholars working across several disciplines, find depth in curricula and learning opportunities, and contribute to path-breaking research.

The mission of the Kroc Institute is to be an international community engaged in studying the human, normative, institutional, political, social, economic, psychological, cultural, and religious dimensions of conflict transformation and strategic peacebuilding. The Kroc doctoral program has been carefully designed to provide the best parts of two worlds (1) solid methodological training within rich bodies of knowledge from time-honored disciplines and (2) creative research design and interdisciplinary theorizing, problem-centered inquiry, and peacebuilding praxis. The program's primary goal is to empower students to become outstanding independent scholars and teachers who will make important contributions to a growing body of peacebuilding knowledge and practice that will, in the long run, alleviate violence and human suffering.

Student learning opportunities arise from the Kroc Institute's rich array of research, education, practice, and outreach programs. These explore the ethnic, national, religious, and structural dimensions of violent conflict and peacebuilding; the ethics of the use of force and nonviolent action; and the peacemaking role of international norms, policies, and institutions, including a focus on economic sanctions and the promotion of human rights. Students are invited to participate in conversations with guest lecturers and visiting fellows about public issues and policy-relevant research.

Students work closely with faculty who are engaged in cutting-edge research and who are leading innovators in their fields. Faculty and professional specialist staff members of the Kroc Institute and affiliated faculty fellows from a dozen departments and several professional schools at Notre Dame conduct the Institute's programs. They, along with the Institute's most advanced doctoral students, reach out to national and international communities through media commentary, online and print publications and blogs, and workshops for peace studies educators and nongovernmental and religious organizations. Kroc Institute faculty and fellows contribute both to international policy discussions and peacebuilding practice through their various professional roles and

responsibilities in international organizations and the private and public sectors. These activities are not merely available for students; they are, in the view of the Kroc faculty, integral to the rigorous study of peace research and professional preparation for what has become the Institute's hallmark of engaged scholarship.

At the doctoral level the Kroc Institute's mission and intellectual community are manifested in six degree programs constructed in partnership with the Departments of Anthropology, History, Political Science, Psychology, Sociology, Theology. The Institute also draws upon additional faculty and curricular contributions from other departments, the Law School, and the Mendoza School of Business. The Institute admits to this program only highly qualified students who seek a doctoral degree in one of these six areas in which degrees are offered: History and Peace Studies, Political Science and Peace Studies, Psychology and Peace Studies, Sociology and Peace Studies, Theology and Peace Studies, and Anthropology and Peace Studies.

The Kroc Institute's substantial human, library, electronic, and financial resources focus on identifying ways to make peacebuilding strategically more effective. The University libraries contain approximately 3 million volumes, provide access for thousands of online databases, and house a document center with over 800,000 United Nations and United States government documents. The Center for Social Research and the Office of Information Technology make large-capacity, networked equipment and quantitative and qualitative databases accessible to Kroc students. The Center for Civil and Human Rights, part of the Keough School of Global Affairs, aids those studying the meaning and implementation of human rights and duties. The Kellogg Institute for International Studies provides invaluable learning opportunities for those students with particular interests in transitions from authoritarian to democratic societies. These illustrate but do not exhaust the many learning opportunities at Notre Dame.

## 2. General Guidelines for Doctoral Students at the Kroc Institute

Doctoral students in peace studies may use this manual as the basic set of guidelines for their doctoral work. In addition, each student should consult the guidelines posted by the partnering department in the disciplinary area that each student has selected for their peace studies degree.

Both this Kroc manual and departmental manuals refer you, where relevant, to the policies established by the Notre Dame Graduate School for all graduate students, because all graduate students must follow the guidelines determined by the Graduate School itself. These are described in the “Academic Regulations” of the Graduate School **Bulletin of Information**, which can be found on the Graduate School’s website at [graduateschool.nd.edu](http://graduateschool.nd.edu). Students are responsible for knowing the requirements and expectations explained in the Bulletin of Information, which contains important information not covered in this manual.

The following paragraphs describe policies specifically for the Kroc Institute’s doctoral programs. If any conflict appears to arise between the policies of the Institute and the Graduate School, the rules of the Graduate School Bulletin of Information supersede the policies of the Institute or a partnering department. If questions arise about how to apply particular regulations to any individual case, please consult the Kroc Director of Doctoral Studies (DDS), the associated departmental Director of Graduate Studies (DGS), or, where relevant, the student’s academic advisor. Normally, the DDS or the graduate advisory committee of the Kroc Institute provides authoritative interpretations of the Institute’s academic policies, after consultation with the Director of the Kroc Institute, the Graduate School, and the relevant departmental partner.

Ordinarily, changes in the Institute’s doctoral program are not imposed retroactively. Students who enter the program under a given set of regulations may complete their work under them. The relevant manual for a student is that one from the year they entered the program. However, they can elect to follow the most recent manual. If a student does elect to follow a more recent manual, the student should provide the DDS with written and signed confirmation of their election to do. Also, students should be aware they are subject to the requirements in the graduate bulletin of the year in which the student matriculated.

The DDS at the Kroc Institute will be the primary faculty advisor for the doctoral students in peace studies during their first one or two years. In addition, each student should, from the outset, seek academic counsel from the relevant departmental Director of Graduate Studies, with whom the Kroc DDS works closely. Any departure from the agreed-upon policies laid down in this manual requires the approval of both the Kroc DDS and the relevant departmental DGS.

### 3. Academic, Administrative, and Financial Aid Policies

#### 3.1 Full-time and part-time status and non-resident policy

A full-time student is one who registers for 9 to 12 credit hours of required course work per semester in the academic year. ***During the Fall and Spring semesters, all full-time students must be registered for nine credit hours***. If for any reason a student is not registered for nine credit hours, they must register either for a directed reading course under the DDS name or for a research and dissertation course with their advisor—both through the Kroc Institute. ***During Summer Session, students must register for IIPS 67890, Independent Summer Research, for tax purposes***. This is a zero credit course.

A part-time student is any enrolled graduate student who does not fall within either of the preceding categories. The Kroc Institute does not accept part-time students unless special arrangements are formally approved.

It is required that students be in residence for their first three years of the program, and expected that they will be in residence in their fifth year in the program. Students who have completed their coursework and are conducting research outside of South Bend are permitted to leave residence. Kroc strongly encourages students who have completed this research to return to South Bend to write their dissertations, as scholarly community and mentoring are essential to timely completion. However, the Institute is willing to make exceptions for students with extenuating family situations. Such exceptions must be agreed upon by the student's dissertation committee and the DDS in writing before the student goes out of residence.

#### 3.2 Measures of good standing and satisfactory progress

An adequate grade point average (GPA) of 3.0, discussed in the Graduate School's Bulletin of Information, is one of several factors taken into consideration in determining a student's good standing, satisfactory progress, and overall qualifications for the Ph.D. degree. All the factors, which are discussed by the Institute's doctoral advisory committee to examine the progress of each student in the program, include data assembled for each student on:

- grades or incompletes earned in formal courses;
- assessments conveyed in comments (both written and oral) from members of the faculty with whom the student has had contact;
- performance and timeliness of comprehensive examinations;<sup>1</sup>
- the quality of participation in interdisciplinary student-faculty seminars and research conversations;

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<sup>1</sup> The term "comprehensive examinations" refers to qualifying or candidacy exams.

- work on research and articles being prepared for submission to scholarly publications;
- performance as a research or teaching assistant;
- presentations at professional meetings;
- applications for external funding for research;
- research and writing of the dissertation proposal and the dissertation; and
- any teaching experience.

At the end of each academic year, students will submit the names of four faculty members whom the doctoral advisory committee should contact for a frank assessment of their work during the preceding year. When considering each student, the committee will identify both praiseworthy and problematic items, and will formulate initial recommendations concerning them. These cases will then be slated for discussion by the full Kroc faculty at an annual meeting devoted to reviewing graduate student progress. In any single case, five possible options may be considered: (1) commendation for work well done; (2) acknowledgement of satisfactory if not exemplary progress; (3) issuance of a written concern informing the student that improvements in performance are required, along with suggestions as to what should be done to achieve improved results, (4) a decision to deny the student renewed financial assistance, and (5) a decision to terminate altogether the student's enrollment in the University as a degree candidate in the Kroc doctoral program. All students will receive a letter indicating the results of the review of progress.

Requirements for doctoral candidacy (also called "ABD" status) are found in Appendix E. Candidacy must be attained by the end of the eighth semester for the joint programs in Anthropology, History, Political Science, Sociology, and Theology, and by the end of the tenth semester for the joint program in Psychology. One-semester extensions of this rule are allowed by the Graduate School in cases of childbirth accommodation and/or approved medical leaves of absence.

A student must be making satisfactory progress (as measured against the benchmarks above and indicated in the illustrative programs in section 4 below) and in good standing academically to be eligible for continued or new financial support. Students who have lost funding may qualify again if they continue into the subsequent year, and at the conclusion of that year are deemed, in the judgment of the faculty, to have performed satisfactorily.

A student who does not complete all requirements for the Ph.D. by the end of the eighth year of study, unless they have taken a leave of absence(s)(LOA) or been granted a childbirth accommodation(s), is considered to be withdrawn from the program. Students may apply for a limited extension of degree eligibility for a ninth year, if for good reasons they anticipate that they will not earn their Ph.D. by the end of their eighth year. This application must be approved first by the student's advisor, then by the Kroc DDS, and finally by the Graduate School. Ninth year students have to register for the one credit hour Dissertation Completion course for which the student will pay tuition, as Graduate School tuition scholarships ends after eight years (excepting a previous LOA or childbirth accommodation). A student in the joint program is reasonably expected to finish their program of study in five to six years,

given good standing and considering any extensions granted in the case of childbirth accommodation or a medical leave of absence. Any extension beyond twelve semesters is granted by the Kroc Institute only through written permission of the DDS and the Kroc Institute director. Students must be advised that no stipend or benefits are granted past twelve semesters, barring accommodations.

### **3.3 Financial support (assistantships, credit transfers, etc.)**

To enable students to take advantage of the many opportunities that arise only with full-time study, the Kroc Institute offers full financial support in the form of fellowships, graduate assistantships, and tuition scholarships for full-time, degree-seeking doctoral students in good academic standing. If a student is receiving a stipend during their graduating year, and the student graduates in May, the student will receive the total 12-month stipend amount, but in the form of larger disbursements over the remaining pay periods after a student successfully defends their dissertation and preceding graduation and departure from the University. The larger disbursements will fulfill the total amount for the 12-month stipend.

**Research and teaching assistantships:** Incoming students normally receive a stipend for living expenses and full tuition scholarship for five years, contingent upon satisfactory progress in the program. The stipend is paid to the student in return for their service to the Institute. Service, also called an assistantship, supports Kroc Institute research projects or provides assistance to Kroc faculty and the discipline's faculty with their teaching or research activities. It is expected that students will divide their assistantships between Kroc and their joint department. The amount of expected service is determined and assigned in all cases by the Kroc Institute, but the service requirement varies slightly from one disciplinary context to another. In all cases, students are encouraged to develop a close working relationship with faculty members, because these relationships are vital for students' acquisition of research and teaching skills and professional preparation for high-quality post-graduate employment.

***Service will not exceed 17.5 hours per week for those working in the disciplines of political science, psychology, and sociology; 12 hours per week for those in anthropology, history, and theology.***

Normally first-year students in their first semester working with the disciplines of history, political science, anthropology, and theology will not be expected to provide service. In psychology and sociology, students are integrated immediately into faculty-directed research projects. Those students will have research assistantships as directed by their faculty advisors. In the second and third years, and sometimes in the fourth, students in the associated departments will normally perform research or teaching duties in the form of assistantships.

As part of their professional training, students normally should expect to be assigned to **five** semesters of assistantships,. These should be divided between peace studies and their specialized discipline. In addition, one of the five required semesters should



include service as a teaching assistant for the undergraduate course “Introduction to Peace Studies.” Any exception to the Introduction to Peace Studies requirement must be approved by the DDS in advance. To facilitate excellent research and writing during the dissertation (fifth) year, in all fields except Theology (where students customarily serve as Instructor of Record for an introductory course), students normally will not perform service as a teaching or research assistant. Because the Institute provides stipends for doctoral students, decisions about assistantship assignments reside with the Institute. ***Therefore, all teaching and research assistantships must be approved by the DDS in advance of the assistantship.***

**Four of the five semesters of assistantship, including TA-ing for “Introduction to Peace Studies,” must be completed for candidacy. The fifth semester may be completed after candidacy has been achieved, reflecting diverse disciplinary requirements for service.**

Students in the Psychology and Theology joint programs have service requirements that differ in some respects from the other programs. Psychology students are expected to work in their assigned faculty lab throughout the year during their time in the program; this close mentoring work with a faculty member will count toward their service requirements. In addition to lab work, they are required to do **two** semesters of assistantship, usually for Peace Studies, including one semester as TA for “Introduction to Peace Studies.” The student may opt to do the second assistantship as a TA for Psychology with the approval of the DDS. Students in Theology are required to **teach one course in their fifth year** for the Theology department; this will count for one assistantship. When possible, this course should have a Peace Studies dimension and be cross-listed with the undergraduate Peace Studies program. Students may elect to teach this class a second time, but this is not a requirement. In addition to this class, Theology students should complete four additional assistantships, normally in their second and third years.

Assistants and fellows who receive a full stipend are not permitted to be employed elsewhere without written approval of the DDS and the Graduate School. Any additional employment cannot exceed the weekly limit of hours set by the Graduate School (this limit includes the hours spent on assistantships).

**In addition, the Kroc Institute affords some opportunities for advanced graduate students to design and teach their own course based upon their interests and the needs of the program.** Interested graduate students will apply for this opportunity one year prior to the scheduled teaching experience. The goal of this teaching experience is to encourage students in the Peace Studies Ph.D. program to further develop their teaching skills during the dissertation stage of their graduate studies. The Kroc Institute does not provide extra financial support for this teaching opportunity. **Please see Appendix C for more information on how to apply.**

As part of their professionalization, all students are required to submit at least one article to a peer-reviewed scholarly journal. Students are expected to provide proof of the submission to the DDS. This submission is a candidacy requirement, and must be completed before candidacy can be achieved.

**Application for external funding:** As of Fall 2018, all incoming students are also required to apply for external grants or fellowships totaling at least \$10,000 to support their research no later than the end of the fourth year of their programs. In certain sub-fields where project-specific grants and fellowships are not common, such as clinical psychology, the DDS will approve exceptions of applications for multiple smaller grants on a case-by-case basis. If a student's applications are unsuccessful, they will still be covered by financial aid from the Institute in accordance with normal expectations regarding good academic standing and satisfactory progress.

In order to qualify for a sixth year of stipend payments, all students must apply for at least two external grants or fellowships of at least \$10,000 each. Applications may be submitted at any time prior to the application for sixth year funding. Any exceptions to this requirement must be approved in advance in writing by the DDS.

Any external fellowships that provide stipends are awarded in lieu of Kroc stipend support. However, awards that are lower than a student's guaranteed Kroc stipend will be supplemented to reflect the student's normal stipend amount. Students who receive funding that exceeds the amount of their Kroc stipend will receive the surplus amount up to the stipend limit set by the Graduate School. External stipends are not "stacked" on top of (added to) the student's standard Kroc stipend. If a student elects to take only the stipend amount offered by their external fellowship, they may defer one year of their Kroc stipend to support work in a sixth year. The Graduate School gives student six years in order to use five years of funding. No internal funding will be provided beyond the sixth year, except for students who have secured childbirth accommodations.

The Graduate School differentiates between "stipends" and "research funds." Stipends support a student's living expenses; research funds are used specifically for conducting research (paying enumerators, compensating research subjects, costs of travel within a foreign country for research purposes, etc). The Graduate School is only concerned with living expenses (stipends) and does not set a limit for a student's acquisition of research funds.

Kroc students who receive external fellowships which only provide stipends (such as Fulbright and USIP awards) are eligible to apply for additional research funds from Kroc to support their specific research needs in the year that they hold that fellowship. Students who receive these grants are eligible to apply for up to \$6,000 in internal Kroc funds by submitting an application and research budget to the DDS along with the details of their fellowship award. Students who receive these awards are expected to

report the results of their use of funds to Kroc once the fellowship year is complete.  
**Please see Appendix B for more information.**

Copies of all applications for external funding must be submitted to the Assistant Director for Doctoral Studies at the time they are submitted to the external funding source. Students are required to provide information regarding all successful funding (internal and external), including award letters, budgets, timelines etc., at the time the award is granted. Copies of award notifications and supporting material should be forwarded to the Assistant Director of Doctoral Studies and the Graduate School.

**Transfer credit:** If students enter the doctoral program with advanced standing or transfer credits, the number of years of financial support from Notre Dame is likely to be proportionately less than five. Details of enrollment must be worked out with the DDS following the transfer of credits to the University of Notre Dame, which occurs sometime after the student successfully completes the first semester. Criteria for such a transfer can be found in the Graduate School Bulletin and must be approved by the DDS and the Graduate School.

Students may transfer previous graduate level credit relevant to the coursework in their joint department at the discretion of that department's Director of Graduate Studies. Transfer of Peace Studies credit may substitute for Kroc electives only. The student must establish the relevance of the content of the proposed transfer credit to peace studies. The viability of the proposed credit for transfer is at the discretion of the DDS. Students may transfer credit in lieu of foundations course requirements only if they establish that the foundations course content and work requirements will be explicitly redundant vis-à-vis a prior course they have taken. To establish this, they must submit to the DDS the syllabus of the prior course and all major writing assignments completed for that course. Foundation course replacement credit is granted at the discretion of the DDS, but also under the advisement of the respective faculty person of the foundation course in question.

**Sixth year funding:** Kroc funding may be available, in full or in part, beyond five years if warranted. This is decided on a case-by-case basis. To be eligible to apply, the student must be ABD and must have applied for at least two major external grants or fellowships (application(s) submitted during the fourth or fifth year count towards sixth year eligibility as long as they are major fellowships/grants). **The following items must be submitted to the Assistant Director for Doctoral Studies by October 15 preceding the sixth year** (a single PDF is preferred):

1. A statement (no more than two pages single spaced) that demonstrates three key themes: your progress on your dissertation thus far, your need for a sixth year to complete your dissertation, and your good citizenship in the Kroc Institute. You must also list other sources of funding that you have applied to/are applying to for your sixth year, if you have not received a fellowship (i.e. stipend support) at any other time in your Kroc career. If you have received a Fulbright, NSF, USIP, or

other fellowship that provided stipend support at another point in your graduate career, please also list that here.

2. A detailed timeline to completion that articulates a clear semester-by-semester plan until your planned graduation.
3. A signed letter from your committee chair supporting your application statement and affirming that they have read the timeline and agree that it is feasible and necessary.

Sixth year funding is contingent upon enrollment and participation in the Kroc Dissertation Writer's Seminar for the entirety of the sixth year.

**Childbirth Accommodation:** For students who are primary caregivers of children born or adopted while the student is enrolled in the Kroc doctoral program, Kroc follows the childbirth accommodation as set forth in the Graduate School Bulletin. To activate the childbirth accommodation, refer to the Graduate School Bulletin for the full policy. The accommodation must be applied for in writing, with all supporting documentation, in advance of the birth or adoption, and must be approved officially by the Graduate School for the semester accommodation to take effect. For Kroc, the childbirth accommodation extends enrollment eligibility by one semester and includes an additional semester of funding after completion of regular funding (years 1-6). Students are eligible for a maximum of two childbirth accommodations during their Ph.D. program.

**5+1 postdoc:** Kroc Institute Ph.D. students are eligible for the 5+1 postdoc offered by the College of Arts and Letters. Details may be found at [5plus1.nd.edu](http://5plus1.nd.edu). Students interested in taking this opportunity should communicate their intent to the Assistant Director for Doctoral Studies who will provide administrative support. Typically, 5+1 postdoctoral appointments are processed and paid for by the unit for which the student is providing teaching, research, or administrative support. This may be the College of Arts and Letters, the Kroc Institute, the Keough School of Global Affairs, or another unit on or off campus.

**Summer research grants:** The Kroc Institute provides up to \$2,000 to support students with costs associated with their scholarly preparation and research for their dissertations. This support is provided on a competitive, case-by-case basis, with applications reviewed by the Doctoral Advisory Committee. Students may NOT apply for summer funding to enhance their stipends or to attend conferences (separate support is provided for conferences). Graduate students are encouraged to apply for such summer opportunities in accordance with separately published eligibility requirements available in the appendix of this manual. **Please see Appendix B for more information.**

Most of the academic year financial awards are renewable annually, but renewal is by no means automatic. It is contingent upon the diligent performance of study and work obligations, including making satisfactory academic progress. To be eligible for financial

support from the University for the fifth academic year, a student must have successfully passed all required comprehensive exams no later than August 15th after the fourth academic year (except for Psychology students who have until after their 5th year (10 semesters), as permitted by Graduate School provision for that program.

### **3.4 Academic integrity**

All students in the Institute's doctoral programs are expected to be fully cognizant of and committed to honoring the detailed regulations and procedures for maintaining academic integrity that are specified in the Graduate School's Bulletin of Information. Violations of academic integrity may occur in classroom work and related academic functions or in research/scholarship endeavors. Classroom-related misconduct includes the use of information obtained from another student's paper during an examination, plagiarism, submission of work written by someone else, falsification of data, etc. Violation of integrity in research and scholarship includes deliberate fabrication, falsification or plagiarism in proposing, performing or reporting research, or other deliberate misrepresentation in proposing, conducting, reporting, or reviewing research. Misconduct does not include errors of judgment, errors in recording, selection or analysis of data, differences in opinion involving interpretation, or conduct unrelated to the research process. Misconduct includes practices that materially and adversely affect the integrity of scholarship and research.

Plagiarism is a form of misconduct. A person's words and ideas are their own; they belong to the individual and should be considered the individual's property. Those who appropriate the words and/or ideas of another, and who attempt to present them as their own without proper acknowledgement of the source, whether intentional or not, are committing plagiarism or intellectual theft. It is assumed that all work submitted by a student represents the student's own original ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media – must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. In addition, work prepared by the student previously for a different class or purpose and submitted as an original work can constitute self-plagiarism or “double counting.” To avoid accusations of self-plagiarism, students should clearly identify when drawing upon previous work and consult with the instructor as to whether its submission would be appropriate in the specific context. Academia is a place to continually build on one's own ideas, not rehash and repackage those ideas and pass them off as novel. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. It is the responsibility of students to familiarize themselves with this definition of plagiarism and to learn proper citation techniques.

The process for dealing with violations of academic integrity is designed to be fluid and process-oriented in order to ensure that each case receives individual and careful treatment. Professors who have reason to believe that a violation has occurred have the option of

working directly with the student on a one-on-one basis to resolve the matter. Any person who has reason to believe that a serious and consequential violation of academic integrity has occurred shall discuss it on a confidential basis with the Kroc DDS. If a perceived conflict of interest exists between the DDS and any accused, the Regan Director of the Kroc Institute shall be notified. The Regan Director (or their designee) shall evaluate the allegation promptly. If it is determined that there is no substantial basis for the charge, then the matter may be dismissed with the fact of the dismissal being made known to the complainant and to the accused if they are aware of the accusation. A written summary of charges, findings, and actions—even if the student is found innocent—shall be forwarded to the Dean of the Graduate School as a matter of documentation. In the case of allegations determined to be worthy of further investigation, the Regan Director of the Institute will select an impartial panel consisting of three faculty members to investigate the matter. The Regan Director will inform the accused of the charges. The panel will determine whether to proceed directly to a hearing, to further investigate the case, or to dismiss the charges. If a hearing occurs and the student is found to be in violation of academic integrity standards, the panel can determine further disciplinary action. The Graduate School provides an appeal process for students who want to appeal disciplinary decisions. More information is available from the Graduate School website.

### **3.5 Appeal Procedures**

Occasionally someone who begins a doctoral program does not complete it. For that reason, the University establishes fair processes that protect both students and programs in cases where students are dismissed. The process described here is restricted to academic issues. For more information, see the academic Integrity section of the Graduate School Bulletin.

For issues of personal misconduct, including issues of sexual or discriminatory harassment or disability-related grievances, which are handled by the Office of Student Affairs, additional information is available in *du Lac: A Guide to Student Life* at [dulac.nd.edu](http://dulac.nd.edu).

If a student fails to pass a comprehensive examination or otherwise fails to perform at a satisfactory level, the DDS will send a written communication to the student informing them of the failure and provide information about any recourse that the student might have. If a student is performing poorly, the advisor or DDS should provide the student with a written notice about the poor performance, indicate the expectations necessary to remain in the program, and give the student a specific time when they will be re-evaluated.

If a student is dismissed for academic reasons, they may appeal the decision in a two-step process. The first is within the Institute. If the student does not agree with the Institute's decision, they may then appeal to the Dean of the Graduate School, who makes the final determination. Please consult the Graduate School's grievance process in the Graduate School Bulletin.

**The following provides guidance for the first or the local appeal:**

Complaints must be initiated by a written statement from the student to both the DDS and the Regan Director within 14 days from the time when the student is informed of dismissal. To hear the appeal, the Regan Director will appoint an *ad hoc* committee composed of the Regan Director as chair or another faculty person so designated, and at least two faculty members unconnected factually with the case or the reasons for the appeal. If the Regan Director has been involved in the case, the appropriate associate dean of the college should appoint the committee and designate the person to serve as its chair. The student's statement should indicate details regarding the nature of the problem, the date(s) the problem occurred, the grounds upon which the appeal is based, background information that the student considers important, and the relief requested.

The appeals committee will promptly and thoroughly investigate the appeal to determine whether the relief requested is warranted. The investigation may include interviews and/or written statements from the student, any student witnesses, faculty or staff members who may be able to provide pertinent information about the facts, as well as a review of any pertinent documents. In most situations during the regular academic year, the appeals committee will complete the investigation in 30 business days. Business days do not include weekends or employee holidays as recognized by the University. There may be some reports that cannot be investigated within 30 business days, particularly during the summer months when faculty may be away. In such cases, the chair of the appeals committee will communicate in writing to the student that the investigation is going to take longer than 30 business days and will also include a statement indicating when the committee anticipates completing the investigation.

### **3.6 Interruptions of Progress Toward Degree**

On questions of withdrawal, leaves of absence, and medical leaves, the Institute follows and refers students to Graduate School policies as specified in the Bulletin of Information.

### **3.7 Comprehensive Examination in Peace Studies**

The comprehensive exam, created and graded by Kroc Institute core faculty and faculty fellows, examines students on their ability to synthesize materials from (1) Peace Studies courses, (2) foundational literature from recommended Peace Studies reading lists and (3) their own research or field experience.

#### **Comprehensive exam guidelines:**

1. The examination period is a 7.5-hour block during one day predetermined by the Doctoral Advisory Committee. The student is permitted a 45-minute period between each two-hour question period for breaks. The Anthropology-Peace Studies comp occurs in two four-hour blocks scheduled on two consecutive days (again, each two-hour question block is to be followed by a 45-minute break).

2. The exam will be offered twice a year, at the end of each semester on a predetermined date that usually coincides with reading days and final exams week. The DDS should be informed no later than the beginning of the previous semester of a student's intention to take the exam.
3. An oral examination of two hours will be scheduled approximately 7-10 days after the written exam. Scheduling conflicts may mean the exam portions are scheduled less than a week apart, but no fewer than four days apart.
4. To successfully complete the comprehensive examination, the candidate must pass both the written and oral parts of the examination by a unanimous vote of the examining faculty. A student who fails the comprehensive exam with two or more faculty members deeming that the student has failed their question must retake it at the end of the subsequent semester unless the DDS has approved an alternative schedule. Failure to pass the comprehensive examination in two attempts will result in the student's dismissal from the doctoral program.
5. If a single faculty member fails the student on one question, but the rest of the examination is deemed satisfactory, the faculty member can request the student answer a remedial question in writing within one week of the end of the oral exam. A faculty member whose question was not answered in writing, but only answered in the oral format, may also determine that a student has failed that question if they did not answer it satisfactorily in the oral portion of the exam, and request that the student answer it in writing. The format of the remedial question differs from the rest of the exam, with the student given 24 hours to write a 2,500 word open-book, open-note essay that is fully referenced. If the faculty member still deems the answer unsatisfactory, the student must retake the entire exam. Failure to pass the second time will result in the student's dismissal from the doctoral program.
6. If, for whatever reason, the student has postponed their first attempt at the comprehensive exam until the end of their last possible semester before they are required to move to candidacy (eight semesters for every joint program except psychology, which has ten semesters) and they DO NOT pass on their first attempt, the student will be dismissed from the doctoral program.

Each degree program has a slightly different comprehensive exam structure. See the six specific degree programs for exact description of the exam questions and requirements. The shared exam structure for all the tracks runs as follows:

- Part 1 consists of questions derived from the syllabi of the required Peace Studies foundations courses.
- Part 2 is a dissertation-related question based upon a bibliography of roughly 20 sources (mostly books, but also book chapters and articles; the exact number of sources is at the discretion of the faculty examiner) developed under the advisement of



a faculty member who is likely to work with the student on their dissertation.

- Part 3 consists of two questions based upon bibliographies of roughly 20 sources each (mostly books, but also book chapters and articles, the exact number of sources is at the discretion of the faculty examiner) based upon the two chosen research foci from the research cluster list: (1) international law, norms, and governance systems; (2) social movements and civil society; (3) religion, theology, ethics, peacebuilding, and conflict; (4) causes of war, quality of peace; and (5) community violence, trauma and healing. Please consult individual curriculum track descriptions for further details (the only bibliographies that can be limited to 1000 pages are those for the Theology program).

### **3.8 Language requirement**

Students must be proficient in one foreign language in addition to English. If their native language is not English, they do not need to take an exam. If English is their first language, they must take a language exam— regardless of the requirements of the partner department. This exam is administered by the individual language departments at Notre Dame and is given a few times each year. Contact the respective department at the beginning of the semester to schedule your exam and ask that your results be sent via email to the Assistant Director of Doctoral Studies. If a student chooses verification in a language that is not offered at Notre Dame, students can meet the language requirement with a third-party verification of language fluency. Other departments, such as History and Theology, may have language requirements that exceed the Kroc minimum. Students in those departments must meet those requirements. Students may take foreign language courses while at Notre Dame, but it does not count as credit toward the doctoral degree.

### **3.9 Named fellowships**

Early in the fall semester, the Doctoral Advisory Committee will gather the names of all students eligible for a Kroc named fellowship. They will review each candidate according to a series of criteria and thereby determine who the recipients are. Decisions are made by the selection committee at a meeting each year in May. Receiving these fellowships does not change the amount of the stipend received, but is an additional honor for those students who demonstrate exceptional promise and achievement.

The Kroc named fellowships are:

#### **Mullen Family Fellowship**

Each year two second-year Ph.D. students are selected as Mullen Family Fellows. Selection is based on demonstrated excellence and promise in the first year of studies in the program. The fellowship bears the Mullen name because of a generous contribution received in 2008 from the Jack Mullen ('53) family. Jack Mullen was chair of the Kroc Institute's Advisory Council from 2003 – 2016.

### **Pepe Fellowship**

Advanced students, normally doctoral candidates (ABD) are eligible for the Steven Pepe Fellowship. This fellowship was enabled through the generous donation of Steven Pepe, a retired United States Magistrate Judge, District Court, Eastern District of Michigan, and a long-time member of the Kroc Institute's Advisory Board.

### **Darby Fellowship**

The John Darby Fellowship is funded through the generosity of members of the Kroc advisory board and was named to honor the late John Darby, a Kroc faculty member who was instrumental in establishing the Peace Accords Matrix.

## **3.10 Dissertation Writing Seminar**

This course is strongly encouraged for all students who are ABD or who are working on dissertation proposals and dissertation drafts. The Kroc faculty strongly recommends that dissertation writers participate during all semesters of their writing. Students who are ABD are required to enroll in at least two semesters (of their choice) during years four and five of their program. Any ABD student who is out-of-residence is required to participate remotely via Zoom, Skype, etc. for the duration of their time of non-residence (in this case, the student should register for the non-resident dissertation writing seminar course along with non-resident research and dissertation with their advisor). All students who receive sixth year funding are required to participate in both semesters of their sixth year, unless an exception is granted by the DDS. The course is designed as a collaborative workshop to support dissertation research and writing by advanced students in all six of the Peace Studies joint programs. Students serve as discussants of each other's writing.

The course includes the following elements:

1. accountability group to keep students moving forward on dissertation work;
2. dissertation planning, including mapping research and writing stages, outlining chapters, and developing feasible timelines;
3. intensive workshoping of a dissertation-related "product" from at least one student per meeting, including dissertation chapters, dissertation summaries and outlines, research memos, research statements (for job and/or fellowship applications), or articles based upon dissertation research;
4. discussion of the personal and interactional challenges of researching conflict, violence and war, including self-care, safety concerns, context sensitivity and ethical considerations; and
5. peer and faculty mentor feedback on writing and progress from distinctively peace studies and interdisciplinary perspectives.

6. Where possible, the workshop also includes professionalization support such as conference preparation and practice talks.

### **3.11 Peace Research Education Seminar (PRES)**

PRES is a vital part of the scholarly life of the Kroc Institute. It is geared toward doctoral student formation in peace research, and it provides a workshop and laboratory for the practice of the kind of interdisciplinary scholarly engagement that is essential to Kroc's approach to peace studies and peace research. Each doctoral student must attend six semesters of PRES, normally during the first three years in the program. Beginning spring semester 2020, PRES will be transcribed with an IIPS course number at zero credit. All doctoral students in residence are encouraged to attend the PRES workshops, even beyond the required number of semester. Attendance is taken, and excused absences must be cleared with the DDS prior to the session in question. If a conflict with a departmental event arises, PRES is to take precedence. If TA responsibilities conflict with PRES, permission to miss PRES must be secured directly from the DDS in the semester prior to the TA responsibilities. Any such case will be considered on a case-by-case basis.

### **3.12 Placement Director**

All students are encouraged to meet with the Kroc Placement Director at all stages of their progress through the degree. The Placement Director guides students in planning and achieving maximum job prospects for the peace studies side of their academic profile. The Director alerts students to relevant job openings; assists applicants in presenting their CV and cover letters in the most appropriate ways; and arranges practice interviews and job talks for students invited to campus or Skype interviews. Students are **STRONGLY ADVISED** to send samples of job-specific cover letters to the placement director for feedback before applying for jobs.

## 4. Specific Degree Programs

The Kroc Institute offers Ph.D. degrees in Anthropology and Peace Studies, History and Peace Studies, Political Science and Peace Studies, Psychology and Peace Studies, Sociology and Peace Studies, and Theology and Peace Studies. The Kroc doctoral degrees enable graduates to be highly competitive on the job market, because students receive full credentialing and professional mentoring that prepares them for a variety of openings: disciplinary teaching positions as historians, political scientists, psychologists, sociologists, theologians and anthropologists; interdisciplinary positions in peace studies; and combined positions in which employers seek expertise in the peace and conflict subfields of history, political science, psychology, sociology, or theology. In addition, the curriculum design and research mentoring possibilities will prepare some students for employment by intergovernmental, governmental, or nongovernmental organizations as scholarly practitioners of peacebuilding.

Because each of the six associated departments has different requirements for earning a peace studies Ph.D. associated with its disciplinary specialty, there are some variations in each of the six programs as well as some common requirements in all. In addition to meeting specific course requirements and passing all required comprehensive exams, Kroc Institute students typically will take a minimum of six required peace studies courses provided by Kroc Institute faculty; study core peace studies literature and research design; select departmental courses with significant content relevant to peace studies; take a comprehensive examination in peace studies (see article 3.7 for further details); submit a peace studies article to a scholarly peer-reviewed publication; submit proposals to external funding agencies for doctoral research for at least \$15,000 total; complete a teaching assistantship in Introduction to Peace Studies; complete one or more research assistantships with Kroc Institute faculty engaged in scholarship related to the Institute's research themes; and conduct dissertation research and writing under the guidance of Kroc faculty and faculty fellows. In meeting agreed requirements for the Ph.D. degree in their affiliated discipline, students work closely with Kroc faculty and faculty fellows in the relevant department. Peace studies courses often contribute to one or more subfield specialties within a department, thereby often enabling students to earn their degrees in approximately five years.

A Kroc Institute faculty member or faculty fellow will be the primary advisor of dissertation research and writing. Any exceptions must be approved in writing by the Kroc DDS, following a written student request for an exception in which the student provides a clear substantive rationale and indicates how the proposed research project and faculty mentoring will build on and contribute to the field of peace research.

As early as possible in their graduate education, each student should develop a long-term working relationship with at least one member of the faculty in addition to the DDS. In the first year, all new students will have the DDS assigned as their primary advisor. Normally, by the end of the spring semester of the first year and no later than the middle of the fourth semester in the program, each student should select a faculty advisor with

expertise in their own specialized subfield of substantive interest. Ideally, the person who is selected might later function as a dissertation advisor. The opportunity to change advisors is available to the student, assuming that there is another faculty member who is willing and able to serve in that capacity. This substantive advisor should play a central mentoring role for the student, but in addition the student **must consult at least once a semester** with the Kroc DDS and the departmental Director of Graduate Studies to ensure satisfactory academic progress in the overall program.

The following illustrative programs provide guidelines and a suggested timeline of satisfactory progress that each Kroc doctoral student should transform into a set of realistic, concrete academic goals for their particular career trajectory. These should be discussed in detail with the Kroc DDS, focusing particularly on (1) implementing each student's individual substantive emphasis that understandably varies from one student to another; (2) utilizing the unique opportunities for interdisciplinary learning and research design that arise with Kroc faculty and doctoral students in neighboring disciplines; and (3) identifying the ways and means of meeting each student's goals and eventually obtaining job placement within an expected timetable. In some cases, the courses listed are illustrative rather than required, so further consultation with the Kroc DDS and the Departmental Director of Graduate Studies will be necessary.

## 4.1 Ph.D. in Anthropology and Peace Studies

### 4.1.1 [Curriculum Guide](#)

### 4.1.2 Degree requirements

The requirements for the Ph.D. in Anthropology and Peace Studies normally include:

- a minimum of 21 graded credits in anthropology courses and 18 graded credits in peace studies courses of which only one **elective** course can be directed readings;
- proficiency in English and **documented proficiency in one other language**;
- a combined Comprehensive Exam in Peace Studies and Anthropology (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation prospectus defense;
- five semesters research and teaching assistantship in anthropology and peace studies, including one semester as a TA in "Introduction to Peace Studies;"
- two semesters as a TA in ANTH/IIPS courses and two research assistantships;
- at least one article submitted for external peer review; and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses,

subject always to the approval of the Kroc DDS and the DGS in the Department of Anthropology.

Students in Anthropology usually are not expected to perform service obligations during their first and fifth years. After consultation with the Anthropology DGS, the Kroc Institute's DDS assigns teaching and research assistantships normally in the second and third years, and in the first semester of the fourth year.

### **4.1.3 Comprehensive Exams**

Anthropology students in the joint program must pass the comprehensive exam in peace studies and anthropology. In anthropology, students normally schedule their examinations during the fall semester of their third year (fifth semester), although they may do so as soon as the end of their fourth semester.

**The exam consists of four questions and takes the following form:**

1. The readings for question one are based on the syllabi of the three core courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions they chose not to answer in writing.
2. The student works with an Anthropologist who is also a Kroc faculty member or faculty fellow (normally their advisor) on a reading list that is geared toward her/his dissertation/research topical interests. The examiner writes one question based on this list.
3. The student works with an Anthropologist to select a topic area that is broadly foundational to their proposed dissertation work on a reading list that includes canonical literature on that topic as well as new cutting-edge research. The examiner writes one question based on this list.
4. The student selects a second of two broad peace studies areas that are different from the topic chosen for question two and works with a non-anthropologist Kroc faculty member or faculty fellow on a reading list that includes canonical literature as well as new cutting-edge research. The examiner writes one question based on this list.

### **Comprehensive exam guidelines:**

The examination period consists of four two-hour blocks over the course of two days, as predetermined by the Doctoral Advisory Committee. The exam will be offered twice a year, typically at the end of each semester on a predetermined date. The DDS should be informed no later than the beginning of the previous semester of a student's intention to take the exam.

An oral examination of one to two hours will be scheduled approximately one week after the written exam. To successfully complete the comprehensive examination, the

candidate must pass the written and oral parts of the examination. A student who fails the comprehensive exam must retake it at the end of the subsequent semester unless the DDS has approved an alternative schedule. Failure to pass the comprehensive examination in two attempts will result in the student's dismissal from the doctoral program.

#### **4.1.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the Anthropology Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will typically be a Kroc Institute faculty or faculty fellow, usually drawn from the Anthropology Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, frequently drawn from the Anthropology Department.

#### **4.1.5 Dissertation prospectus and presentation**

Upon passing both the written and oral qualifying examination each graduate student is asked to prepare a written dissertation prospectus, and to present this as a 20 min illustrated presentation to the Anthropology department and their committee (including non-anthropologist Kroc members). Ideally both of these should be completed within the same term the student passes her/his qualifying written and oral qualifying examinations. The doctoral dissertation prospectus is submitted to the student's dissertation committee. The dissertation committee will typically consist of three to five members with at least two members being Anthropology Department teaching and research faculty, and two members who are Kroc faculty or faculty fellows. The dissertation will be chaired by an anthropologist who is also a Kroc faculty member or faculty fellow. Exceptions must be approved by the student's advisory committee, the Anthropology DGS and the Kroc DDS.

The written dissertation prospectus should aim for a length of no more than 5,000 words (including bibliography) and should provide:

- a clear statement of the anthropological problem engaged by the research,
- a summary of the dissertation's relationship to the literature in the field,
- a discussion of methodology and theory informing the project,
- an outline of what data will be required for this research and how this will be obtained, and
- a detailed discussion of how this research will be organized.

The prospectus presentation is designed to constructively assist the graduate student in conceptualizing, designing, and implementing their dissertation research. The public

presentation of the proposed research will aid the student in both the broad conceptualization of the anthropological question they are focused on, the theoretical approach and methods used to address primary and secondary anthropological questions, how this links to a broad range of intellectual communities, and how to fund and implement the proposed research.

At the start of the prospectus presentation the student is asked to make a 20-minute illustrated presentation of the doctoral dissertation proposal to the members of the Anthropology Department, invited guests, and the Graduate Committee. The prospectus presentation should address the same questions in the written prospectus presentation (see above). Students will need to work in close consultation with their advisory committee in developing and organizing a successful presentation to the members of the Anthropology Department, invited guests, and the Graduate Committee. After the presentation the Graduate Committee, Anthropology faculty, and graduate students will have the opportunity to present questions and offer constructive comments and suggestions for approximately 60 minutes.

## **4.2 Ph.D. in History and Peace Studies**

### **4.2.1 [Curriculum Guide](#)**

### **4.2.2 Degree Requirements**

The requirements for the Ph.D. in History and Peace Studies normally include:

- a minimum of 30 graded credits in history courses and 18 graded credits in peace studies courses;
- proficiency in English and 1 or 2 other languages (depending on the specialty within history);
- a minimum of one article submitted to a peer-reviewed journal;
- Comprehensive Examination in Peace Studies
- Qualifying Exam in History (three areas, specified below);
- applications for external funding totaling at least \$15,000;
- dissertation proposal defense;
- five semesters of research and teaching assistantships in history and peace studies, including one semester as a TA in “Introduction to Peace Studies”;
- and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student’s program, depending on the student’s professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS in History.

Students in History usually are not expected to perform service obligations during their first and fifth years. After consultation with the History DGS, the Institute DDS assigns



teaching and research assistantships normally in the second, third, and fourth years. Students in the joint History and Peace Studies program will be allowed to take up to two of their 10 history course requirements (six out of 30 credits) in the form of directed reading classes oriented toward exam preparation, with the approval of the History DGS.

Peace Studies students will be given at least one semester of leeway on gateway milestones in the History department, with the exception of the first-year paper, which must be completed on schedule. With the permission of the student's advisor and the DGS, students may be granted up to one additional semester (but no more than one year total). Students should work with the Institute DDS and History DGS each semester to develop and adjust the timeline for milestone completion, in line with each student's developing research.

### 4.2.3 Qualifying Exam in History

In addition to the Peace Studies comprehensive exam, students in History must also pass the qualifying exams in History. Students in the joint program must take their History exams by the end of their *fifth* semester (rather than their fourth, as most History students are required to do). In addition, students will be required to take the comprehensive exam in Peace Studies. The Peace Studies exam should be taken by the end of their *sixth* semester.

Students are required to take History written and oral qualifying exams in two areas that will be chosen from among the major areas in the History Department. Qualifying examinations are based on reading lists approved by the administering faculty member in the particular field of study.

Qualifying exams test the student's preparation for teaching and research. Passage reflects the faculty's judgment that the student has adequate knowledge of the reading list, problems, and methods of the field, and a basic ability to synthesize readings and analyze past the content of any one book or historiographic problem. Examiners will be members of the Notre Dame History Department's teaching and research faculty or, in the case of a field outside of the discipline of history, a member of the teaching and research faculty in another department at Notre Dame.

**It is the student's responsibility to schedule the examination upon consultation with the examiners.** The examination is in two parts, written and oral, with the oral occurring within 10 days of successful passage of the written. The student should schedule both sections of the examination with the Departmental Administrative Assistant, who will notify the Graduate School.

The written examination is part of both of the exams, one set by each examiner. Each exam must be completed in two hours, and will normally consist of two

essays in response to questions asked by the examiner. The two written exams are taken over a period of one week; the examiners will read the exam in their field and report the grade within five days after exam completion. The examiners' options are pass or fail; passes are provisional on the student's performance in oral exams. One or no failures will lead to scheduling of oral exams within a period of five days to two weeks after the written exams are graded. Failure in both of the written exams will necessitate retaking them, based on new questions but the same body of reading, at the next scheduled examination period. A second failure is grounds for dismissal from the program.

The oral examination consists of questioning by the same committee of three faculty members for a period of not less than 90 minutes and not more than two hours. On an examining board of three members, at least two must agree on passage for the student to move forward to candidacy. For Ph.D. students who fail, two fields may petition the Director of Graduate Studies to retake them one time, at the next scheduled examination period. The student will retake only the failed portions of the exam with new questions on the same body of literature and utilizing only the committee members who graded the first examination a failure. The dissertation advisor will serve as convener of the second oral examination. A second failure is grounds for dismissal from the program.

**The Comprehensive Exam in Peace Studies is composed of three sections:**

1. The readings for question one are based on syllabi of the three core courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam, the student is expected to answer the questions they chose not to answer in writing.
2. The student is required to work with a History and Kroc faculty core or fellow faculty member (normally their advisor) on a reading list that is geared toward their dissertation.
3. Students will select two broad peace studies areas (see list below) that are different from the topic chosen for question two and will work with designated faculty on reading lists that include canonical literature as well as new cutting-edge research. Each examiner will write one question and the student will choose one to answer. In the follow-up oral exam, the student will be expected to answer the question they chose not to answer in writing.

**List of topical areas:**

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peacebuilding, and conflict
4. Causes of war, quality of peace
5. Community violence, trauma, and healing.

#### **4.2.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the History Department, with the understanding that the following two requirements are met: 1) the dissertation advisor will typically be a Kroc Institute faculty or faculty fellow, usually drawn from the History Department, and 2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, frequently drawn from the department. As the History Department stipulates, one member may be drawn from another department.

For students in the History and Peace Studies joint program, the dissertation proposal should be defended either by the end of the sixth semester (in conjunction with Peace Studies comprehensive exams) or by September of the fourth year (seventh semester).

### **4.3 Ph.D. in Political Science and Peace Studies**

#### **4.3.1 [Curriculum Guide](#)**

#### **4.3.2 Degree Requirements**

The requirements for the Ph.D. in Political Science and Peace Studies normally include:

- a minimum of 33 graded credits in political science courses and 18 graded credits in peace studies courses;
- proficiency in English and one other language;
- a minimum of one article submitted to a peer reviewed journal;
- written comprehensive examinations in one political science sub-field AND the Comprehensive Exam in Peace Studies (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation proposal defense;
- five semesters research and teaching assistantship in political science and peace studies, including one semester as a TA in “Introduction to Peace Studies”; and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student’s program, depending on the student’s professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS of Political Science.

### 4.3.3 Comprehensive Examinations

In addition to the Peace Studies comprehensive exam, students in Political Science must pass an exam in their first field of one of the department's five main fields. They must take four courses in their second field in the department (as well as four courses in their first field). Written comprehensive exams, or comps, are given in American Politics, Comparative Politics, Constitutional Law and Politics, International Relations, and Political Theory. Each field sets the format and details of its respective comp. Field-specific comprehensive exam descriptions are available on the Graduate Program website. Students who receive fewer than 12 transfer credits are required to take their comprehensive exam no later than May of the second year.

Students who enter the program with an M.A. in political science and receive 12-24 transfer credits must take the one political science sub-field exam no later than January of the second year.

Written comprehensives are offered in January, May, and September. About a month before the exam, the program administrative assistant sends out an e-mail requesting information about students who wish to take the upcoming comp. Students who wish to take the comp must reply in writing to the administrative assistant with the requested information in a timely manner or a comp exam will not be prepared for them. In addition, students planning to take a comp are advised to contact the field chair at least one semester before the comp date. The field chair sends written notification to the student of the field committee's assessment, normally within three weeks of the examination. A Report on Comprehensive Examination for the Master's Degree form, available through the Graduate Studies administrative assistant, must also be signed by the field chair and forwarded to the Graduate School if the student wishes to apply the examination toward a Master's degree.

Forms to be filed on completion of this exam are available through the Graduate Studies administrative assistant and are for departmental use only. In most cases, students either pass or fail the exam. However, when the members of the field grading an exam feel that the answers were borderline or very uneven, they may, at their collective discretion, offer a student the opportunity, in lieu of failure, to write an essay before the next exam on a question of the field's choice. The student may decline this option. The American field does not offer the essay option (see the field comprehensive exam description). After failing an exam, the student may retake the exam once at the next scheduled date.

At the end of their second and third years in the graduate program, students are moving from coursework to comprehensive exams and then on to dissertations. This is a particularly critical juncture for faculty evaluation of whether students have the capacity for and commitment to completing a dissertation and having a

successful career in political science. Thus, the annual review process of students in their second year and third year in the graduate program includes one additional element. As part of its annual evaluation of its first-field students, each field holds a formal vote on whether each of the first-field students in their second year and third year in the graduate program should be allowed to continue toward Ph.D. candidacy or should be moved to a terminal M.A. path. The DGS presents information to the field about the student's progress— either in person or in writing, as requested by the field—but only votes on student continuation in their own field. **When continuation votes are held on students who are in the joint Ph.D. program in Peace Studies and Political Science, at least one Political Science faculty member who is affiliated with the Kroc Institute for International Peace Studies must be present.** The DGS and the Graduate Policy Committee consider the continuation vote alongside the other information evaluated during the annual reviews to make a recommendation to the department about whether students should continue in the Ph.D. program.

### **The Comprehensive Exam in Peace Studies is comprised of three sections:**

1. The readings for question one are based on syllabi of the three core courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions they chose not to answer in writing.
2. The student is required to work with a Political Science and Kroc core or fellow faculty member (normally their advisor) on a reading list that is geared toward their dissertation.
3. Students will select two broad peace studies areas (see list below) that are different from the topic chosen for question two and will work with designated faculty on reading lists that include canonical literature as well as new cutting-edge research. One of the examiners has to be a Political Science and Kroc core or fellow faculty member. The second examiner has to be from a different discipline. Each examiner will write one question and the student will choose one to answer. In the follow-up oral exam the student will be expected to answer the question they chose not to answer in writing.

#### **List of topical areas:**

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peacebuilding, and conflict
4. Causes of war, quality of peace
5. Community violence, trauma, and healing.

#### **4.3.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail

in the doctoral studies handbook of the Political Science Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will be a Kroc Institute faculty or faculty fellow, usually drawn from the Political Science Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, usually drawn from the Political Science Department.

## **4.4 Ph.D. in Psychology and Peace Studies**

### **4.4.1 [Curriculum Guide](#)**

### **4.4.2 Degree Requirements**

The requirements for the Ph.D. Psychology and Peace Studies Clinical track normally include:

- a minimum of 42 graded credits in psychology courses and 18 graded credits in peace studies courses;
- proficiency in English and one other language;
- an empirical master's thesis;
- a minimum of one article submitted to a peer reviewed journal;
- preliminary exams requirement (refer to psychology department handbook) in addition to peace studies comps (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation prospectus defense;
- dissertation proposal defense;
- five semesters research and teaching assistantship in psychology and peace studies, including one semester as a TA in "Introduction to Peace Studies"; and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS in the Department of Psychology.

The requirements for the Ph.D. Psychology and Peace Studies Development I track normally include:

- a minimum of 26 graded credits in psychology courses and 18 graded credits in peace studies courses;
- proficiency in English and one other language;
- an empirical master's thesis;
- a minimum of one article submitted to a peer reviewed journal;

- preliminary exams requirement (refer to psychology department handbook) in addition to peace studies comps (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation prospectus defense;
- dissertation proposal defense;
- five semesters research and teaching assistantship in psychology and peace studies, including one semester as a TA in Introduction to Peace Studies; and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS in the Department of Psychology.

Since the timing of completion of requirements and program milestones will vary for each student, depending upon research topic and design, as well as teaching, practicum, and lab responsibilities, each student should develop a personalized timeline with their advisor, with the Kroc DDS, and with the area chair in Development or Clinical Psychology. This timeline should be adjusted each year as the student's research develops.

#### **4.4.3 Written doctoral preliminary examination**

Students in the Peace Studies and Psychology program are required to take the paper option for their preliminary examination in Psychology. At least one member of the committee working with the student has to be a Kroc core or fellow faculty member. The topic of the paper has to be relevant to peace research. For specific details of the paper preliminary exam see the Dept. of Psychology website.

#### **The Comprehensive Exam in Peace Studies:**

Students in the joint program of Psychology and Peace Studies are required to pass a peace studies comprehensive exam composed of the following two sections:

1. Section one is based on the syllabi of the three Peace Studies core courses. (Each instructor writes one question and the student can choose to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions they chose not to answer in writing.
2. In section two, students select two broad peace studies areas (see list below) that are different from their dissertation area, but could complement it, and work with designated faculty on reading lists that include canonical literature as well as new cutting-edge research. Each examiner writes one question and the student will choose one to answer. In the follow-up oral exam the student is expected to answer the question they chose not to answer in writing.

**List of topical areas:**

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peacebuilding, and conflict
4. Causes of war, quality of peace
5. Community violence, trauma, and healing.

**4.4.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the Psychology Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will be a Kroc Institute faculty or faculty fellow, usually drawn from the Psychology Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, usually drawn from the Psychology Department.

**4.5 Ph.D. in Sociology and Peace Studies****4.5.1. [Curriculum Guide](#)****4.5.2 Degree Requirements**

The requirements for the Ph.D. Sociology and Peace Studies normally include:

- a minimum of 42 graded credits in sociology courses and 18 graded credits in peace studies courses;
- proficiency in English and one other language;
- an empirical master's thesis;
- a minimum of one article submitted to a peer reviewed journal;
- comprehensive area examination (refer to sociology department handbook) AND the Comprehensive Exam in Peace Studies (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation prospectus defense; dissertation proposal defense;
- five semesters research and teaching assistantship in sociology and peace studies, including one semester as a TA in "Introduction to Peace Studies"; and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS in the Department of Sociology.



Any course that is cross-listed with the Department of Sociology can be counted as a sociology course. Courses that are cross-listed as sociology and Institute (IIPS) courses can be counted toward sociology requirements or peace studies requirements, but none can be double counted toward two requirements. Students will indicate how they wish to use such courses by signing up under either the IIPS designation or the SOC designation.

The M.A. degree is normally earned on the way to the Ph.D. The M.A. in the combined degree would come from Classical Sociological Theory, Sociological Research Methods, Advanced Social Statistics, Proseminar, at least three peace studies courses, Peace Research: Methods and Findings, and the Master's paper.

There is a formal oral defense of the Master's thesis before it is completed and deposited. The examining committee will include three faculty members, with at least one member coming from the Sociology Department and one from among Kroc Institute faculty or faculty fellows.

#### **4.5.3 Area examinations**

In addition to the peace studies comprehensive exam, students in sociology must also pass one area exam in sociology.

The purpose of the area exam is to provide the opportunity and basis for the student to develop a broad expertise in a subfield of sociology, and to recognize that expertise. Having passed the exam, the student will have demonstrated familiarity with the subfield, including a basic knowledge and understanding of its core issues, important literature, and key questions. This demonstration will involve not only the basic knowledge necessary for a literature review, but also the mastery of an independent voice within the subfield. Three specific goals provide indicators of this mastery. The student's performance in preparation for the exam and upon completion of the exam should demonstrate:

- the ability to interact with professional peers on the basis of shared knowledge and understanding;
- the ability to teach in the field and to organize a new syllabus;
- the ability to develop original research questions.

While the exam should help students prepare for conceiving and writing their dissertation, the exam should stretch the student to go well beyond this narrow (albeit important) objective.

It is the student's responsibility to contact the area exam committee in their chosen area. Students should schedule a meeting with the area exam chair to discuss procedures and expectations regarding preparations for the area exam, since they

vary by area (and also change from year to year). The Sociology Department will also compile and make available a brief description of the basic procedures and requirements for each area. This and more details are available on the departmental website above.

**The Comprehensive Exam in Peace Studies is comprised of three sections:**

1. The readings for question one are based on syllabi of the three core courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions they chose not to answer in writing.
2. The student is required to work with a Sociology and Kroc core or fellow faculty member (normally their advisor) on a reading list that is geared toward their dissertation.
3. Students will select two broad peace studies areas (see list below) that are different from the topic chosen for question two and will work with designated faculty on reading lists that include canonical literature as well as new cutting edge research. One of the examiners has to be a Sociology and Kroc core or fellow faculty member. The second examiner has to be from a different discipline. Each examiner will write one question and the student will choose one to answer. In the follow-up oral exam the student will be expected to answer the question they chose not to answer in writing.

**List of topical areas:**

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peacebuilding, and conflict
4. Causes of war, quality of peace
5. Community violence, trauma, and healing

**4.5.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the Sociology Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will be a Kroc Institute faculty or faculty fellow, usually drawn from the Sociology Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, usually drawn from the Sociology Department.

## 4.6 Ph.D. in Theology and Peace Studies

### 4.6.1 [Curriculum Guide](#)

### 4.6.2 Degree Requirements

The requirements for the Ph.D. Theology and Peace Studies normally include:

- a minimum of 24 graded credits in theology courses and 18 graded credits in peace studies courses;
- proficiency in English and two modern languages and one classical language;
- a minimum of one article submitted to a peer reviewed journal;
- comprehensive examination in ten topical areas (refer to theology department handbook) in addition to peace studies comps (specified below);
- applications for external funding totaling at least \$15,000;
- dissertation proposal defense;
- five semesters research and teaching assistantship in theology and peace studies, including one semester as a TA in “Introduction to Peace Studies”;
- and
- a dissertation of original research.

Some courses not listed above might be substituted in a particular student’s program, depending on the student’s professional goals and the availability of courses, subject always to the approval of the Kroc DDS and the DGS in the Department of Theology.

### 4.6.3 Candidacy Examinations in Theology and Peace Studies

Candidacy examinations are usually taken in the second semester following the two years of residency and the completion of all language requirements. The topics for the examinations are meant to expand students' intellectual breadth and skills and involve matters of inquiry, which extend beyond their course work.

- Seven topics in the major field. (One of the topics should be on the subject to be explored in the dissertation.)
- Three questions in peace studies (see below for details)
- Topics are prepared by the student in consultation with their advisor.
- The written examination of the seven topics will normally take place in early March. Two days of written examinations are required, followed by a 90-minute oral examination to which the student is admitted after successfully passing the written examinations.
- The written examination of the three peace studies questions will normally take place in late April. One day of written examination (six hours) will be followed no more than a week later by an hour-long oral examination. In order to pass the candidacy exam the student must successfully pass both theology and peace studies sections.

## **The Comprehensive Exam in Peace Studies**

Students in Theology and Peace Studies are required to answer three Peace Studies questions in addition to the candidacy exam in Theology. The readings for question one are based on syllabi of the three core courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions they chose not to answer in writing. For questions two and three, students will select two broad peace studies areas (see list below) and will work with designated faculty on reading lists that include canonical literature as well as new cutting-edge research.

### **List of topical areas:**

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peacebuilding, and conflict
4. Causes of war, quality of peace
5. Community violence, trauma, and healing.

### **4.6.4 The Dissertation**

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the Theology Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will be a Kroc Institute faculty or faculty fellow, usually drawn from the Theology Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, usually drawn from the Theology Department. The dissertation committee will normally consist of four faculty, no less than two of whom will come from the student's area of concentration, with no less than two of the four being Kroc faculty or faculty fellows.

### **4.6.5 Assistantships**

During the first year of studies, students are not assigned any duties so that they can devote themselves to full-time studies. In the second and third years the student will normally serve as a research assistant or teaching assistant to a faculty member in theology and peace studies, working no more than 12 hours a week for that faculty member. During the student's fourth year (the "dissertation year") a student does not have any service duties so that they can work full time on the dissertation. During both semesters of the fifth year the student will either work as a teaching assistant or teach a course that can be cross-listed between the Department of Theology and the Kroc Institute. Decisions about assistantships are made by the DDS in the Kroc Institute, in consultation with the Director of Graduate Studies in Theology and Theology Department faculty who are Kroc faculty or faculty fellows.

## Appendix A: Support for Presenting Scholarly Research

Students are strongly encouraged to make a presentation of their own scholarly work at professional meetings. The Graduate Student Union (GSU) and the Kroc Institute provide financial subsidies to encourage student participation in such meetings. To qualify, travel must be for the purpose of presenting a written scholarly paper at a professional conference or participating in a roundtable discussion (if pre-approved by the DDS). Serving as a discussant or panel chair, although laudatory, does not qualify. Poster presentations also do not qualify for conference funding. First year students in the Ph.D. program may use Kroc conference travel funding without presenting a paper at the respective conference. Our goal is to encourage good research design and peer discussion to move written work toward publication.

### Application Process and Requirements

All students must apply to the Graduate Student Union (GSU) first before requesting funding from the Institute. Students should follow the guidelines for submitting a GSU conference grant application found on the GSU website. When applicable, students are also encouraged to apply to other University sources (i.e. the Institute for Scholarship in the Liberal Arts, the Kellogg Institute, their joint departments, and the Nanovic Institute) to help fund portions of conference-related expenses.

To apply for Kroc Institute funding, submit the Conference Funding Request Form found on the Ph.D. Resources page of the Kroc Institute website. The Assistant Director for Doctoral Studies will inform you via email when a decision has been made regarding your request.

### Funding Rules

- The GSU provides \$250 maximum per year (up to \$1,500 total during your entire career at Notre Dame)
- The Kroc Institute provides \$700 maximum per conference per academic year (up to \$1,000 annual maximum)
- The Institute funding cycle is mapped onto the academic year cycle, beginning Aug. 15 to the following Aug. 14. Requests for funding for summer conferences are considered part of the prior academic year unless they take place after August 14.

Students who receive Kroc funding to present at conferences are required to do a practice presentation before an audience of faculty and peers before attending the conference. In addition, the Kroc Institute provides a one-time \$500 stipend to advanced Ph.D. students on the job market to attend conferences for employment date if a student's stay extends to time before or after the conference.

Students in their sixth year or beyond are eligible for this funding on a case-by-case basis, with permission granted only in writing by the DDS.

## Reimbursement

Expenses are reimbursed through TravelIND available through InsideND or at [travel.nd.edu](http://travel.nd.edu). Students should submit their expenses as soon as possible after travel to avoid tax withholding. Expense reports should be submitted to the Assistant Director for Doctoral Studies for approval. Administrative support for TravelIND is available from Michele Talos, Pam Blair, or Kevin Vaughn.

## Additional Considerations

- In most cases, expenses (including airfare) are reimbursed only after an entire trip is completed.
- A signed Student Business Travel Certification Form and a copy of the conference program cover page must be uploaded to the report.
- Meals are reimbursed at 50% of the allowable government *per diem* rate. *Per diem* is not granted automatically; meals with receipts are reimbursed up to the total of 50% of the state department maximum per day.

## Appendix B: Summer research award

The Kroc Institute makes available, on a priority basis, limited funding for summer research and study by selected Peace Studies doctoral students. Although there are not sufficient funds to provide full funding for all students every summer, the Institute provides limited assistance (up to \$2,000) to help students use summers to advance their training and research. Possible uses of these funds include travel for pre-dissertation or dissertation-related fieldwork or archival research; summer methods training; or additional research costs such as interview transcriptions or database access. These funds cannot be used for equipment purchase. *Please note that summer research awards do not cover local living expenses; these are included in calendar year stipends.*

To be eligible, students must be part of the normal funding cohort in the graduate program, finishing years one through five. Funding is limited, and preference will be given to students who are active in the life of the Institute (e.g. present and regular participants in PRES, participants in the DWS, and so forth).

Research funding for those in the summer before their sixth year will be considered on a case-by-case basis, pending availability of funds and a compelling case made for the relationship of the research to the final dissertation.

### Application Process and Requirements

As a condition of summer research funding from the Kroc Institute, the Institute requires students to explore possible summer support from other sources, including other campus institutes such as the Kellogg Institute, the Nanovic Institute, joint departments, and the Institute for Scholarship in the Liberal Arts. **In the event that such a scholarship is awarded, the student must notify the DDS.**

To apply, students must submit a Summer Research Funding Request Form found on the Ph.D. Resources page of the Kroc Institute website by **March 20** preceding the summer in which funding is needed.

Proposals will be evaluated primarily on the basis of the quality of the student's academic record, the clarity of the proposed research (with well-formulated questions, goals, methods), and the research funding needs expressed in the letter. Priority is given to students who are progressing well in their program and who have actively participated in the Kroc Institute's scholarly community and programming events (e.g., participation in PRES, the Dissertation Writer's Workshop, and so forth); Normally an award will not be given to a student with an "incomplete" at the time of the decision or the beginning date of the proposed work.

In the event that summer plans change due to unforeseen events, the student **must resubmit their letter with a revised budget to the DDS**. This will be reevaluated and reapproved with a revised award.

Students who are awarded funding to support international research are encouraged to fill out the **Fieldwork Contact Information Form** found on the Ph.D. Resources page of the Kroc Institute website. Additional resources for international travel are also included on the same page.

## Fund Distribution and Reporting

Summer research funds are distributed in a lump sum via direct deposit and *any award amount may be considered taxable income*. Those who receive an award must provide a brief written report (maximum two pages) on the results obtained from their use of the funds no later than two weeks after the first day of the Fall semester. **Failure to submit a quality report will result in ineligibility for the following summer.**



## Appendix C: Peace Studies graduate student instructor of record opportunity

The Ph.D. in Peace Studies program can afford some opportunities for advanced graduate students to design and teach their own course based upon their interests and the needs of the program. Interested graduate students will apply for this opportunity one year prior to the scheduled teaching experience (see suggested timeline below). The goal of this teaching experience is to encourage students in the Peace Studies Ph.D. program to further develop their teaching skills during the dissertation stage of their graduate studies. Except for departments such as Theology which require a student to serve as instructor of record (IOR) in their fifth year, the IOR opportunity does not substitute for the normal TA/RA assistantship requirements.

Peace Studies Ph.D. students wishing to teach as IOR in the undergraduate peace studies program must apply to do so.

### Application Process

1. Inquire with the Kroc Institute Director of Undergraduate Studies (DUS) about the prospects for teaching a course, and provide a title, abstract, and preliminary syllabus of the proposed course(s).
2. Secure, in writing (email is fine), the approval of the Director of Doctoral Studies (DDS) and your dissertation advisor, confirming satisfactory advancement in the program. The DDS may require that you submit a preliminary syllabus for approval by the Doctoral Advisory Committee. This may take time, so please plan ahead.
3. The application deadline for teaching in the fall semester is December 1 of the previous fall (e.g., to teach a course in Fall 2018 you must submit your materials and DDS and dissertation advisor approvals by December 1, 2017). The application deadline for teaching in the spring semester is April 1 of the previous spring (e.g., to teach a course in Spring 2018 you must submit your materials and DDS and dissertation advisor approvals by April 1, 2017).
4. You must have ABD status (i.e., successfully defended your dissertation proposal or prospectus) and have received the Kaneb Center's Striving for Excellence in Teaching Certificate **before** your course starts. For more information on the Kaneb's teaching certificate, go here: <http://kaneb.nd.edu/programs/striving-for-excellence-in-teaching-certification-program/>.

The DUS will only consider teaching requests that are supported by the DDS and dissertation advisor and that are submitted by the deadlines above. Do not submit requests during summer or winter breaks.

This is a selective process and we cannot guarantee that you will be offered an opportunity to teach in the undergraduate program.

Courses are selected based on several criteria including the academic record of the candidate and recommendation of the DDS. Priority is also given to students whose work is progressing well and who have actively participated in the Kroc Institute's scholarly community and programming events (e.g., participation in Dissertation Writer's Workshop, PRES, etc.);

## **Appendix D: Doctoral student conference/workshop opportunity**

So long as funding is available, doctoral students are eligible to plan and run a conference to be offered every other year that is to take the form of a multi-day workshop in which external and internal faculty invitees respond to paper panels where Kroc students present papers. The papers should be intended for publication in a focus issue of a peer-reviewed journal. Any such conference is optional for doctoral students to pursue, and participation is not required. When the conference is held, no student should feel compelled or pressured to participate. The Kroc doctoral student conference opportunity is intended to promote student professionalization and scholarly development through interaction with established scholars external and internal to Notre Dame, and most importantly, to result in student opportunities for peer-reviewed publications.

## Appendix E: Doctoral Candidacy Checklist

The following requirements must be completed before the Kroc Institute can admit a student to doctoral candidacy (also known as “ABD” status):

- All candidacy requirements set by the joint Department
- Six courses in Peace Studies (four required courses and 2 electives), only one of which may be Directed Readings
- Documented proficiency in a foreign language
- Comprehensive Exam in Peace Studies
- Teaching and Research Assistantships (at least four semesters, including TA for IIPS 20101, Introduction to Peace Studies; the fifth required semester may be completed after candidacy)
- Submission of an article to a peer-reviewed, scholarly journal
- Application for external funding
- Signed Dissertation Committee Selection Form (available on the Ph.D. Resources page of the Kroc Institute website)

To check your degree progress or update any of your information, contact the Assistant Director for Doctoral Studies. The Graduation Progress System (GPS) is also available to you through InsideND, and any necessary adjustments to that reporting tool can be made by the Assistant Director.