

# Loyola University Chicago

Department of Philosophy

Graduate Student Handbook

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*Preparing people to lead extraordinary lives*

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## **Graduate Programs in Philosophy**

### **Objectives**

The Philosophy Department's Graduate Program in Philosophy has the following objective: To enable students to become well-rounded philosophers who are familiar with historical, analytic, and continental perspectives on philosophical problems. In addition, the Ph.D. program expects students to become specialists in a particular area of philosophy so that they can make original contributions to their chosen area and it aims to help students become excellent teachers of philosophy.

### **Degrees**

- B.A./M.A. in Philosophy
- M.A. in Social Philosophy
  - M.A. in Philosophy
  - Ph.D. in Philosophy

### **Administration**

Administration of the Graduate Program is the responsibility of the Department Chairperson. The Graduate Program Director (GPD) is the delegate of the Department Chairperson and is responsible for the day to day operation of the Graduate Program in Philosophy, and for communication between the Department and the Graduate School. The GPD is also Chairperson of the Graduate Program Administrative Committee (GPAC) and the Graduate Admissions and Awards Committee (GAAC) and is the Philosophy Department representative to the Graduate School's Graduate Council.

The Graduate Program Director is assisted by the Graduate Program Administrative Committee (GPAC) and the Graduate Admissions and Awards Committee (GAAC).

GPAC is responsible for the formulation of policy and regulations, their interpretation, and the ongoing development of the graduate program.

GAAC is responsible for reviewing applications for admission to the Graduate Program, and for admitting students to the program; for making recommendations to the Graduate Student Fellowship Committee for various Graduate School awards; and for making recommendations to the Graduate School regarding the awarding of Assistantships.

## Graduate Student Responsibilities

- ***Regularly checking Loyola e-mail.***

This is very important. Both the Graduate School and the Department use the Loyola email system to distribute important information to graduate students. If a response is warranted, it is the student's responsibility to reply to any and all department e-mails in a timely manner.

- ***Responsible use of University electronic resources.***

For questions regarding your rights and responsibilities when using electronic university resources, please visit

[https://www.luc.edu/its/aboutits/itspoliciesguidelines/policy\\_acceptableuse.shtml](https://www.luc.edu/its/aboutits/itspoliciesguidelines/policy_acceptableuse.shtml)

- ***Notifying the Graduate Program Assistant in a timely manner to sign up for a 500 or higher level course for the next semester.***

Please do NOT contact the department Administrative Assistant regarding these matters; contact the Graduate Program Assistant.

These classes include PHIL 500-501 Directed Readings, PHIL 505 Teaching Internship, PHIL 590 Dissertation Proposal Seminar, PHIL 595 Thesis Supervision (MA's only), PHIL 600 Dissertation Supervision, PHIL 605 Master's Study, and PHIL 610 Doctoral Study.

If the student needs to be enrolled in any one of the listed courses for the next semester, administrative consent is needed. For PHIL 500-501, GPD consent is required. If the student meets the prerequisites for the course, the Graduate Program Assistant will enroll him or her in the course. Before classes start for the given semester, the student must notify the Graduate Program Assistant of the desired course to be enrolled in; otherwise, a University late fee will be charged. The deadline to enroll in classes without a late fee is by midnight on the Sunday before classes start. This means if the student needs administrative consent to be enrolled in one of the listed courses, then he or she needs to notify the Graduate Program Assistant preferably by E-MAIL by NOON on the FRIDAY before classes start.

- ***Registering and getting into courses, including closed courses.***

It is the student's responsibility to register for academic courses. For closed courses, the student must contact the professor that teaches that course and ask for permission to enroll in the course. Once permission is obtained, the student forwards the e-mail confirmation (from that professor) to the Graduate Program Assistant (or the professor can contact the Graduate Program Assistant directly). The department requires all of these steps so that the department has a "hard copy" of consent. Once all of the e-mails are confirmed and received, the Graduate Program Assistant will enroll the student in the course.

- ***Entering information regarding recent publications, presentations, job placements, and other professional activities to the GSPS and notifying the Graduate Program Director and the Graduate Program Assistant***

The GSPS is the Graduate Student Database and can be accessed at <https://gsps.luc.edu/>

This information is required by the Graduate School. As soon as the student has completed or accomplished any one of the above things mentioned, please let the GPD and the Graduate Program Assistant know. An e-mail is best. When notifying both parties, please include as much information as possible. For publications, the student should not send information until the work is actually published.

## **Academic Integrity**

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

Academic dishonesty is characterized by the failure to apply this ethic; i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university.

### **Boundaries of Academic Honesty and Dishonesty**

The following sections discuss specific expressions of academic honesty and dishonesty.

**Examinations:** Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing information to or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.

**Papers, Theses and Dissertations:** Plagiarism is the use of ideas, language, or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:

- Submitting another person's work as one's own
- Submitting a rewritten or paraphrased version of another person's work
- Allowing another or paying another to write a paper for one's own benefit

**Original Research:** Thesis and dissertation work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is made by the thesis/dissertation committee and the Graduate School.

**Research Procedures:** Data misrepresentation or fabrication is clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.

**Authorship:** In all cases of joint authorship, individuals working together should establish ahead of time the criteria for their co-authorship. Final determination of authorship should reflect effort and contribution, not rank or status. Dissertations and theses may not be co-authored.

**Copyright:** Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area.

**Teaching:** Intellectual honesty characterizes the teaching endeavor. Teachers have the responsibility of clearly stating at the beginning of a course any and all responsibilities of the course and specifying in percentages how the final grade is to be calculated. Furthermore, teachers will inform themselves of appropriate guidelines for the composition of course syllabi and ground rules.

### **Failure to Practice Academic Honesty**

A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. Channels for resolution of matters regarding academic honesty will originate with the relevant faculty members and student and will extend to the program and Graduate School levels as necessary. All instances of academic dishonesty must be reported to the director of the graduate program and the Graduate School.

From Loyola's Graduate School, "Academic Policies"  
([http://www.luc.edu/gradschool/academics\\_policies.shtml](http://www.luc.edu/gradschool/academics_policies.shtml))

## **Nondiscrimination Policy**

Loyola is an equal opportunity/affirmative action employer and educator which abides by all applicable provisions of federal, state, and local law. Loyola prohibits discrimination and harassment on the basis of race, color, religion (except where religion is a bona fide occupational qualification for the job), national or ethnic origin, sex, age, disability, marital status, sexual orientation, gender identity, veteran's status or any other characteristic protected by applicable law.

From Loyola's Faculty Handbook, Chapter 8.

## The Parental Policy for Graduate Students

This policy refers to full-time graduate students at the LUC lakeside campuses who are in good academic standing, funded by an assistantship through the Graduate School and/or extramural agencies, and who are to become a parent, or take on the commitment as the parent, of an infant or young child.

### **Description and Requisites of the Parental Leave:**

- The qualifying students will receive their full stipend from the Graduate School for up to 60 calendar days (the equivalent of 8 work weeks). The leave time must be taken consecutively.
- Either parent is eligible. If both parents are full time funded Graduate School students from the LUC lakeside campuses, and both are in good standing, both students may submit an application, but with the understanding that only one parental leave is allowed at a time (e.g., maximum total of 60 calendar days), and therefore can be divided but not duplicated.
- Qualifying students must be the primary caregiver, devoting at least 40 hours per week to the direct care and supervision of the child.

### **Procedures - Notification and Application:**

#### A. Notification

##### 1. The Graduate Program Director:

First, the student who plans to make an application for a Parental Leave must establish a meeting with the Graduate Program Director (GPD) at least four months in advance of the planned leave, barring special circumstances (e.g., sudden notice of the adoption, or an emergency situation). This allows the GPD sufficient time to arrange for substitutes to fulfill the student's research and/or teaching obligations for professors, or the Department. It is also important for planning the continuance of the student's program upon his or her return.

##### *Research Assistants*

Research assistants will be replaced by the Graduate Program Director for the duration of the leave, and the substitutes will receive a stipend from the Graduate School.

##### *Teaching Assistants and Graduate Student Teachers of Record*

Teaching assistants and graduate student teachers of record will be replaced by the Graduate Program Director, or chairperson, according to the custom of the department, and the substitutes will receive a stipend from the Graduate School.

##### 2. Professors Affected by the Leave:

The Graduate Program Director communicates to the professors affected by the student's leave. In the case of those professors in whose classes the student is presently enrolled, the ways and timeline by which course requirements will be fulfilled will be discussed. Professors assisted by the student in research and/or teaching will be notified by the GPD about the intended leave and the plan to provide a substitute assistant for the duration of the student's absence.

### 3. Loyola's International Students Office (If Applicable):

International students with a student visa must notify Loyola's International Students Office of their plan to obtain a parental leave since a leave from their academic program may affect their visa status.

### B. Application

#### 1. The Associate Dean of the Graduate School

Four months prior to the intended leave, and immediately after meeting with the Graduate Program Director, the student applies to the Associate Dean of the Graduate School. It is the responsibility of the Associate Dean to examine the academic performance of the student to ensure that the student is in good standing, and following consultation with the Graduate Program Director, to assess whether the student will be successful in completing the program upon his or her return from the leave.

#### 2. Extramural Funding Agencies (If Applicable):

Students who are funded by extramural sources will notify the funding agency(ies) immediately, and make application to the outside funder(s) for parental leave.\*

\*Note: Students funded solely by extramural agencies who do not allow for full stipend support during the period of parental leave may petition the Dean of the Graduate school for a full or partial stipend.

**Further questions should be directed to the Graduate Program Director.**

## Academic Grievance Procedures

### *A. General*

1. Where a situation arises that could lead to activating the grievance procedure, students, faculty, and administrators are required to take all reasonable steps to resolve the issue through informal discussion and negotiation. Where a problem cannot be resolved by informal negotiation the affected party must first resort to internal department or program procedures. These are set out below.
2. This Department of Philosophy grievance procedure policy is to be interpreted so as to be consistent with the normative procedures of The Graduate School of Loyola University Chicago (LUC), set out on The Graduate School website at ([http://www.luc.edu/gradschool/academics\\_policies.shtml#academic\\_grievance](http://www.luc.edu/gradschool/academics_policies.shtml#academic_grievance)). In line with those norms, this document deals with academic grievances only: non-academic issues are dealt with by the Division of Student Development (<http://www.luc.edu/osccr/index.shtml>), and research misconduct involving federal funds is dealt with by the Office of Research Services.
3. Where appropriate, this grievance procedure policy may take due account of the principles underlying the Academic Grievance Procedure for undergraduates, available at [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)
4. Subsequent to the activation and conclusion of the department's grievance procedure, a graduate student complainant may appeal the decision reached at department level, and request a Graduate School hearing.

### *B. Jurisdiction*

5. Matters dealt with by the graduate grievance committee include: (a) a graduate student appeal against dismissal from a program, where such dismissal was initiated by the department; (b) a graduate student appeal against a grade, including a grade assigned for alleged academic dishonesty; (c) a graduate student appeal for redress in the event of an apparent violation of departmental procedures; (d) in general, any complaints from students, faculty members or administrators that "arise from matters involving competence and ethical scholarly behavior" (Graduate School policy website document, cited above) and whose resolution may be judged by the Graduate Program Director (GPD) to lie within the department's competence.

### *C. Departmental Procedures: Initial Steps and Grounds for Appeal*

6. A student unable to resolve a problem (that falls within the scope of the matters listed in no. 5) with a faculty member or administrator and wishing to take the matter further must first discuss it with the GPD. If the GPD deems it necessary, s/he may invoke the assistance of the Department Chair. If the faculty member involved in the dispute is the GPD, the matter shall be referred to the Department Chair. In what follows the term "GPD" is to be understood as referring either to the GPD or to the Chair if the GPD is impeded.

7. The GPD may reasonably seek to resolve the dispute by means of informal mediation. Where this is not possible or not successful, the student may invoke departmental procedure (see no. 8).
8. Appeals and complaints must be made in writing to the GPD within one month of the event causing the complaint, whether this be (a) the notification to the student of dismissal from the program, (b) the publication of the grade, (c) the apparent violation of departmental procedures, or (d) in general, the event of which the student complains.
9. A grade may be appealed where the student has grounds to hold that the grade was capricious or discriminatory. A grade may be deemed to be capricious where it was (a) at least partly based on criteria other than the student's academic performance, or (b) based on standards substantially different from those announced in the syllabus. A grade may be deemed discriminatory where it was assigned at least partly on the basis of criteria differing from those applied to other students.
10. (a) The burden of proof lies with the student (complainant). (b) Administrators must be able to give reasonable justification for the dismissal of a student from the program. Professors and instructors must be able to give reasonable justification for assigning a particular grade. This applies particularly in the case where a professor awards a penalty grade for academic dishonesty; in such cases, the professor must be able to present the evidence that in his/her judgment warranted the grade. In addition, the professor may not depart significantly from the ground rules set out in the syllabus.
11. The student must present to the GPD in writing (a) the complaint and (b) the evidence for the complaint, with copies of all materials relevant to the complaint. The GPD will forward a copy of this material to the relevant professor/administrator, who shall respond in writing to the GPD within 10 working days of receiving that document. The GPD will make a copy of the professor/administrator's response available to the student.

#### *D. Departmental Procedures: the Hearing Board*

12. The GPD shall establish a Hearing Board of 3-5 members, made up of at least 1 grad student and 2-4 professors not involved in the matter, and appoint one of the professor-members as chair of the Board (hereafter in this document referred to as "the chair"). This is to be done within 6 working days of the GPD's receiving the professor's response. The Hearing Board chair will contact all parties involved and conduct a hearing, similar in procedure to the model used by the Graduate School in handling grievances. [See [http://www.luc.edu/gradschool/academics\\_policies.shtml#academic\\_grievance](http://www.luc.edu/gradschool/academics_policies.shtml#academic_grievance)] The hearing is to take place within 2 weeks of the GPD's notification of the individuals appointed to the board.
13. The hearing is not a legal but an informal proceeding having the objective of seeking conciliation of the issues and parties involved. As is the policy for a Grad School hearing, electronic recording of the proceeding is prohibited.
14. At the hearing, the student (complainant) will have the opportunity to present his/her case orally, and may add further comment on the complaint. S/he will not be permitted to make any complaint other than that already notified to the GPD. S/he may choose not to present her case orally; in which case s/he will be asked to affirm that s/he maintains the original complaint. Similar rules of procedure shall apply to the professor/administrator (respondent).

15. The student and the professor/administrator may each request assistance in presenting his/her case at the hearing from any member of the university community other than an attorney. The complainant and the respondent must each, before the hearing date, inform the chair of the names of his/her representative and any witnesses s/he wants to have present.
16. The members of the Board shall be entitled to question the student and the professor/administrator, with a view to clarification of the evidence. The chair shall see to it that the proceedings of the Board are on all points impartial to all persons and interests involved with the proceedings. Normally, the hearing should be complete within 30 minutes. Where this is not possible, the hearing shall last no longer than 1 hour. If circumstances warrant it, the Board may by majority vote decide to extend the proceedings for a further 30 minutes *or* to reconvene within 4 working days.
17. At the end of the hearing, the student and the professor/administrator will be asked to leave. The Board will either continue meeting, or adjourn for a brief period of time before reconvening, in order to reach a finding. It may have further meetings, if the chair in consultation with the board decides that further meetings are necessary in order to reach a finding. However, it shall in any event make a finding within 14 days of the end of the formal hearing. The chair will submit the Board's finding in writing to the GPD.
18. With respect to the deadlines specified in this document for the operations of the Hearing Board, the GPD shall have the power to give time-extensions that s/he deems reasonable upon the request of the Hearing Board chair.
19. Each member of the Board, including the chair, will have a vote. In the event of a tied vote (e.g. if for some reason 4 members were appointed to the Board), the chair shall have an extra tie-breaking vote.
20. There is a range of possible findings the Board may return. It may find for the student; or it may find for the professor/administrator; or it may find for neither party. The chair will report the Board's findings in writing to the GPD within 14 days of the hearing. The findings should be such that they give guidance as to what action is to be taken by the GPD in relation to the dispute. Such guidance shall include the possibility of increasing the penalty already imposed on the student. In cases where the Board is unable to make a determinate finding, the chair's written report will elaborate the reasons for this.
21. The GPD shall inform the student and the professor in writing of the Board's findings, as well as the steps to be taken in light of its finding.
22. Subsequent to the foregoing proceeding, the student has the right to appeal to The Graduate School.

## Procedures

### Registration

It is the student's responsibility to register for courses in LOCUS (Loyola's on-line registration system). It is recommended that the student confer with any academic advisor and/or the GPD prior to registration.

LOCUS: <http://www.luc.edu/locus>

### Advanced Standing

Students who have done previous graduate work in philosophy at another university may apply for "advanced standing." Up to 24 semester hours may be credited toward a Ph.D. at Loyola. Ordinarily no hours of transfer credit are given toward an M.A.

Application for advanced standing must be made within the first semester of work in the Department. A student seeking advanced standing should consult with the GPD and submit transcripts (sometimes even syllabi, exams, and term papers) showing the work done by the student in the courses for which transfer credit is sought. The student needs to consider how the transferred courses might satisfy distribution requirements, how they may impact "time to degree," and what effect they may have on the number of courses students with funding are allowed to take tuition free.

The GPD files the necessary forms regarding transferability of course credits with The Graduate School for its action.

### Incompletes

Incomplete grades may be assigned by teachers when students are unable to complete the work for the course by the end of the semester, generally speaking in cases where illness or emergency prevents timely completion of the course. Students request incompletes and work out arrangements for completing incompletes with their instructors. The Graduate School has absolute deadlines for finishing incomplete courses. These are published at The Graduate School webpage.

If the incomplete is not resolved by the deadline, then the "I" grade changes to an "F" grade. If the incomplete is resolved by the deadline, the "I" grade is replaced by the newly assigned grade.

In general, incompletes should be avoided. Too many incompletes may raise questions about a student's ability to progress through the program and could affect a student's chances at university fellowships. For students on a merit award with more than one incomplete at the beginning of the academic year the Graduate School might not renew their award.

## General Program Requirements

### Prerequisites

- Entering Ph.D. students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy, ordinarily an undergraduate major, including coursework in the history of ancient and early modern European philosophy as well as in metaphysics, epistemology, logic, ethics, and social-political philosophy.
- Entering M.A. students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy (ordinarily an undergraduate minor or its equivalent).
- Students who enter the M.A. in Social Philosophy program must be sufficiently familiar with the history and general methodology of philosophy to complete courses and other requirements successfully. Those admitted who do not meet this prerequisite will be required to fulfill it by taking undergraduate courses or otherwise satisfying the Philosophy Department that they are prepared to do graduate work in social philosophy.
- Students entering the BA/MA program are Loyola undergraduates majoring in philosophy with a cumulative GPA of at least 3.3 and a GPA of at least 3.5 in a minimum of 5 completed philosophy courses.

## Transfer Credit Policy

It is ordinarily expected that all work towards a master's degree will be completed in the program at Loyola University Chicago. However, up to six credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree with permission of the program's Graduate Program Director (GPD) and the Graduate School. Students may request transfer of credit, and the program can make its recommendation to the Graduate School during the student's first semester in the Graduate School. The Graduate School maintains responsibility for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the Graduate School's decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola. Coursework below a B grade will not be accepted. Students may not transfer coursework that has been awarded as part of a conferred or completed degree program. If a course fulfills the learning outcomes of a requirement in the student's master's program, and upon department recommendation, a specific required course may be substituted with an elective chosen in concert with the student's program director.

For students entering a PhD program with prior graduate work completed in another Loyola program or at another institution, up to one-half of the total number of semester hours required by the doctoral program at Loyola may be applied toward the PhD degree. It may be possible for a completed relevant master's degree to be applied towards the PhD, and this is further elaborated in the Advanced Standing policy.

## BA/MA in Philosophy

### Requirements

#### 1. Total number of credits:

33 credit hours (11 courses) for the B.A. and 30 credit hours (10 courses) for the M.A. Two 300-level courses (the capstone course and an elective, but not 304 or 309) or 400-level courses double-count and satisfy both 6 hours of credit towards the Undergraduate major and 6 hours of credit towards the Master's degree.

#### 2. Distribution requirements:

For the B.A. in Philosophy: Seven of the eleven courses must be at the 300-level (eight, if 301 is taken). The major must include:

- One lower-level philosophy course from the ethics group (181, 182, 283, 284, 285, 286, 287, 288, 289), or a 300-level equivalent
- One epistemology group (130, 271, 272, 273, 275, 276, 277, 279), or a 300-level equivalent
- One course in logic (274 or 301)
- One course in ancient philosophy (304)
- One course in classical modern philosophy (309)
- One philosophy capstone seminar (395-399) in a historical period or contemporary issue
- Five other electives philosophy courses, of which at least four must be at the 300-level

For the B.A. in Philosophy-Emphasis in Social Justice: Seven of the eleven courses must be at the 300-level (eight, if 301 is taken). The major must include:

- One lower-level philosophy course from the ethics group (181, 182, 283, 284, 285, 286, 287, 288, 289), or a 300-level equivalent (182 is strongly recommended)
- One epistemology group (130, 271, 272, 273, 275, 276, 277, 279), or a 300-level equivalent
- One course in logic (274 or 301)
- One course in ancient philosophy (304)
- One course in classical modern philosophy (309)
- One philosophy capstone seminar (395-399) with a social justice emphasis
- One anchor course, Ethics and Society (321)
- Three 300-level social justice electives\*
- One philosophy elective (any philosophy course at any level)

\*Social justice-oriented electives include Philosophy of Law (326), Political Philosophy (326), Topics in Political Philosophy (327), Philosophy of Marxism (375), and History of Ethics (388). Elective courses may also include (depending on content): Perspectives on Women (322); Topics in Ethics (324); Contemporary Philosophical Issues (389); and 300-level courses pertaining to bioethics when they focus on justice issues. Such decisions about course content will be made by the Social Justice Emphasis Director.

For the M.A. in Philosophy: The course work for the M.A. must include one course from each of the following: Ancient, Medieval, Modern, Analytic, and Continental philosophy. The remaining courses must be graduate courses (400 or 500-level), although a total of three 300-level courses may be counted towards the M.A. degree.

3. *Final Paper and M.A. Examination:*

Toward the end of the M.A. course of studies, the student must pass an oral examination on a substantial research paper or thesis the student has written. The focus of the examination is on the argument and analysis of the paper, as well as on the background thought that the argument and analysis presuppose. More information follows in the sections on M.A. Exam Committee and M.A. Examination.

## **MA in Social Philosophy Program**

### **Requirements**

**1. Total number of credits:**

30 hours of course work are required for the M.A. in Social Philosophy. No more than three 300-level courses may be counted toward this degree.

**2. Distribution requirements:**

- 3 courses in Social Philosophy
- 2 courses in Moral Philosophy
- 5 electives, 2 of which may be cognate courses from other departments or schools in the university.

**3. Master's paper:**

The student is required to write a master's paper, which contains a significant amount of philosophical content, as determined by the student's advisor and committee.

The paper should be directed by a graduate faculty member of the Philosophy Department, unless permission is granted by the Graduate Program Director.

There should be a committee of three faculty members, of which at least two should be from the Philosophy Department. The paper should be 35-50 pages long. The student will present the paper publicly at the end of the course of studies.

Recommended timeline:

- 1) The student should meet with their proposed director at the end of the spring semester of the prior year (April or May). They should agree on a topic for the paper, and discuss whether it would be useful and feasible for the student to do some initial work on the paper over the summer.
- 2) The student and their director should meet in August or September of the student's last year in the program to discuss what work the student should do in the fall semester to be positioned to complete the paper in the spring semester.
- 3) The student and their director should meet at the end of the fall semester (December) to discuss the status of the paper, and determine whether it is necessary and feasible to work on the paper over the winter break.
- 4) The student and their director should meet in mid-January, at the beginning of the spring semester, to map out a timeline for the completion of the paper over the spring semester.

- 5) The student should generally plan to present and defend their work publicly in April. The student should provide the completed paper to their committee members at least one week before the defense date.
- 6) The presentation and defense should generally take 75 minutes, with 15 minutes for the student to present the gist of the argument, 15 minutes for each of the three committee members to engage the student in conversation about the paper, and 15 minutes for questions from those in attendance. The committee will then confer privately, and determine whether the student will pass, not pass, or pass with distinction. The committee will then meet privately with the student to provide the results of the discussion

Note that for students completing their work mid-year, the timeline should be adjusted accordingly.

## MA in Philosophy Program

The M.A. in Philosophy can be taken as a first step toward the Ph.D. But it may also be taken as a terminal degree.

### Requirements

1. Total number of credits:

30 hours of course work are required for the M.A. in Philosophy. No more than three 300-level courses may be counted toward this degree.

2. Distribution requirements:

The course work for the M.A. must include one course from each of the following: Ancient, Medieval, Modern, Analytic, and Continental Philosophy.

3. Final Paper and M.A. Examination:

A student earning an M.A. in Philosophy must pass an oral examination on a substantial research paper or thesis the student has written. The focus of the examination is on the argument and analysis of the paper, as well as on the background thought that the argument and analysis presuppose.

A student is eligible for the M.A. Examination after completing or being in the semester of completing 30 hours of course work.

4. M.A. Exam Committee

The department requires a minimum of three Exam Committee members on an M.A. paper or thesis defense. At least three exam committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty. Students may request additional members of the committee, but they should carefully weigh the value of a larger committee against the risks. Additional committee members could be faculty members in other departments at Loyola or other institutions.

5. M.A. Examination

The M.A. Examination is based on a research paper submitted by the student. The paper should be a substantial one (significantly more than a term paper, e.g. 30 pages). The student may complete the research project in the form of a paper or a thesis. The paper track is less formal and avoids The Graduate School's requirements for formatting a thesis. However, the title of the paper will not appear on the student's transcript. The thesis track is more formal, must meet requirements of The Graduate School including formatting, and results in the student's transcript showing the thesis title. A student who chooses the thesis track must also complete a non-credit course, UNIV 370, Responsible Conduct in Research and Scholarship. The research project may be developed from a paper written for a course and should demonstrate the student's ability to do professional philosophical research. It can be a treatment of a theme or problem in any area of philosophy.

A student intending to take an M.A. examination should notify the GPD of this intention early on in the semester in which he or she wants to take the examination. This notice of intent should be accompanied by the title of the paper and a paragraph summarizing the paper's argument. In consultation with the student, the exam committee members will be appointed. Copies of the student's paper should be given to the members of the Examination Committee at least several weeks in advance of the date of the examination. This allows time for significant revision of the paper should the Examination Committee require it.

Prior to the examination, a student completing an M.A. paper should print out the "Ballot for the Approval of the Text and Oral Defense of a Master's Paper" from the Department's web page ([https://www.luc.edu/philosophy/graduate\\_program\\_for.shtml](https://www.luc.edu/philosophy/graduate_program_for.shtml)) and take it to the defense. Afterwards, the signed form should be turned in to the GPD.

A student completing an M.A. thesis must initiate the paperwork online at GSPS and fill out the forms "Thesis/Dissertation Committee," and "Thesis/Dissertation Proposal." Then the student should print out the form "Ballot for Text and Oral Defense of a Thesis/Dissertation" from the Department's web page ([https://www.luc.edu/philosophy/graduate\\_program\\_for.shtml](https://www.luc.edu/philosophy/graduate_program_for.shtml)) and take it to the defense. Afterwards, the signed form should be turned in to the GPD.

#### How the exam is conducted:

The M.A. Examination is an oral examination of at least one hour in length and is conducted by a committee of at least three philosophy graduate faculty members, one of whom is the student's advisor in preparing the research paper. At the conclusion of the examination, the student is asked to leave the room while the committee members confer. When the committee has reached a decision of "pass" or "non-pass" the student is called back into the room and informed of the result of the exam. The faculty committee will recommend on the basis of the paper and its discussion whether the student should be awarded an M.A.

With respect to the first of the recommendations the examination committee will judge the student's performance a "pass," or a "pass with distinction" in case of outstanding performance, or a "non-pass." In case of a judgment of "non-pass," the committee will submit to the GPD a report indicating the main deficiencies which led to this judgment and the committee's recommendations as to whether and how these deficiencies can be remedied.

For students in the Ph.D. program, the Examination Committee will make a separate recommendation to the GPD as to whether the student in the paper and on the examination exhibits the research skills necessary for writing and defending an acceptable Ph.D. dissertation. The procedures governing the M.A. Examination for students who seek the M.A. but are not students in the Ph.D. program are the same as for Ph.D. students, except no recommendation is made regarding the student's capability for Ph.D. work.

## **Ph.D. in Philosophy Program**

### Requirements

#### 1. M.A. requirement:

Ph.D. students are subject to the requirements of the M.A. in Philosophy.

#### Advanced Standing toward the Doctoral Degree

A student who has been awarded a relevant master's degree by another institution may petition for advanced standing toward the coursework required for a doctoral degree program. A maximum of thirty credits of advanced standing may be awarded. Some doctoral programs may impose a lower limit or may not permit advanced standing at all. Requests for advanced standing should be made during the student's first year of enrollment in the Graduate School. Requests for advanced standing must be made to the Graduate Program Director (GPD) of the student's doctoral program, who will make a recommendation to the Graduate School for final review and approval. This recommendation will include both the number of advanced standing credits to be awarded and the number of credits of coursework that remain to be completed for the degree through registration in the Graduate School. Advanced standing does not alter a student's doctoral degree requirements outside of coursework (such as comprehensive exams) or confer candidacy. The number of approved credits of advanced standing will be recorded on the student's transcript but will not contribute to the student's Grade Point Average (GPA). Students entering their doctoral program with Advanced Standing should refer to Graduate School policy on time limit for completion of degree requirements for students.

#### 2. Total number of credits:

48 semester hours of course work beyond the B.A. are required for the Ph.D. No more than 9 hours of course work at the 300 level can count toward the 48 hour requirement. Course work taken to meet the research tool requirement will not count toward the 48 hour requirement. Graduate course work taken in departments or programs other than philosophy may count up to 9 hours toward the 48 hour requirement provided that such course work contributes to the student's study and research program in philosophy.

#### 3. Distribution requirements:

Ph.D. students are required to complete 7 course distribution requirements. These are:

- 1 course in Ancient Philosophy
- 1 course in Medieval Philosophy
- 1 course in Modern Philosophy
- 1 course in Contemporary Analytic Philosophy
- 1 course in Continental Philosophy
- 1 course in Metaphysics/Epistemology

- 1 course in Ethics/Social-Political Philosophy

What distribution requirement a course will satisfy is determined by the content of the course and not necessarily by the course title. Students are advised to meet with the GPD at registration time in order to determine what distribution requirements still need to be satisfied and what courses will satisfy them. Distribution requirements must generally be satisfied by course work rather than by directed reading arrangements.

#### 4. Research Tool Requirement:

Ordinarily this requirement will be fulfilled through a demonstration of competence in a foreign language. Typically the language is French, German, Greek, or Latin.

Although the research tool requirement will normally be fulfilled through a demonstration of competence in a foreign language, students have the option of making a case that their research tool requirement be fulfilled in another way. The case will be made to the GPD and GPAC will make a decision about the acceptability of the proposed tool in consultation with the faculty in the student's area of specialization. The dissertation topic may also require knowledge of additional foreign languages.

This basic proficiency in language must be completed near the beginning of philosophy course work. It is tested by the satisfactory completion (grade B or better) of a designated course, for example, French 369 or German 369, or by a test administered by the Graduate School.

Students may request that the meeting of a language requirement in a Graduate Program at another institution count as satisfying Loyola's requirement. Notice of satisfaction of a language requirement must appear on the student's transcript from the other institution.

#### 5. Program Requirement: Use of Research Tool

Ordinarily this requirement will be fulfilled through a demonstrated ability to use a foreign language in research. Research facility with a foreign language is completed as a student is able to use his or her competency in a language to do research. This requires the use of non-translated sources.

Typically students complete this requirement while writing their dissertations, so the dissertation director attests to a student's completion of this requirement. But students may also show facility with a language in a graduate course or a semester long reading group where there is faculty member participation.

#### 6. The M.A. Examination:

An M.A. examination is a requirement for all Ph.D. students, except for those who have entered with an M.A. in Philosophy. However, even if an M.A. in philosophy taken at

another university is accepted in lieu of the M.A. in Philosophy at Loyola, the student will still need to meet all Loyola's course distribution requirements for the Ph.D.

7. Program Requirement: PHIL 505 - Teaching Internship

This pass/non-pass course is required for all students intending to teach at Loyola University Chicago. It is open to M.A. students and Ph.D. students. Department consent is required for enrollment.

8. Program Requirement: PHIL 590 - The Dissertation Proposal Seminar

This non-credit, pass/non-pass course (required as of Fall 2014) is intended for Ph.D. students in their third or fourth years. The course aim is to take students from their initial, general ideas on a dissertation topic to a developed proposal with three main features. These include: a clear structure and thesis, a research plan and chapter descriptions, and a bibliography of relevant literature. Students may first review sample successful dissertation proposals in order to understand better what constitutes a good dissertation proposal. They then prepare short papers outlining key features of their dissertations which are discussed in class. These papers will be revised over the course of the semester. Students are also expected to meet simultaneously with their dissertation directors to discuss these concept papers and the development of their ideas.

9. The Dissertation Proposal:

Working under the direction of a graduate faculty member who is proposed to be the dissertation director, the student should prepare a dissertation proposal, indicating the research proposed, the background literature to be mastered, and the significance of the research for the area of specialization to which it is related.

Timeline and milestones:

- Complete PHIL 590: Dissertation Proposal Seminar (Fall semester of the fourth year)
- Write the dissertation proposal.
- When approved by the faculty member who is expected to be the dissertation director, submit the proposal to the GPD.
- Use the comments and responses collected from faculty to revise the proposal and prepare for the defense.
- Work with the GPD to arrive at a list of proposal defense committee members.
- When the committee has been constituted, complete the "Thesis/Dissertation Committee" form at GSPS.
- If no serious objections to the proposal have been raised, schedule the defense. This should take place at the start of the Spring semester of the fourth year.
- Defend. Complete the "Thesis/Dissertation Proposal" form.

The proposal should include a separate one-page abstract, a preliminary description of chapter contents, and a selected bibliography. It is especially useful to provide an overview of the secondary literature in which is indicated the current state of the secondary literature, what kind of secondary literature will be engaged with actively, and how this project differs from already available accounts. A student might explicitly state what parts of the literature he/she is familiar with and what the justification is for certain limitations (e.g. secondary literature in foreign languages or in different traditions).

The dissertation proposal should be divided into the following sections where applicable:

#### 1. TITLE

The title of the dissertation should demarcate clearly the main topic of the proposed study.

#### 2. RESEARCH RATIONALE

This section should provide a clear statement of the research problem investigated in the dissertation. It should briefly delimit the specific area of the research and define the main purpose of the proposed study.

#### 3. STATE OF THE ART

The proposal should explain how the project is linked to previous international research in the field (state of the art). It should demonstrate what are the novel and original aspects of the proposed research and outline what will be its specific contribution to the field and its particular significance in relation to current knowledge.

#### 4. RESEARCH QUESTIONS AND HYPOTHESES

This section should present the main research questions, hypotheses, and arguments in more detail. It should explicate and justify the theoretical frameworks and approaches used to investigate them.

#### 5. CHAPTER OUTLINE

The proposals should also contain a tentative chapter outline. This should indicate the number of chapters the dissertation is expected to have and provide the tentative chapter headings with brief summaries of expected chapter content.

#### 6. WORKPLAN

This section should provide a brief description of how the research will proceed. It should explain what the specific research tasks, milestones, and possible deliverables are. (Examples of possible deliverables are article submissions and conference papers.)

#### 7. BIBLIOGRAPHY

The bibliography should include a list of all of the sources used in the dissertation proposal, as well as a selected list of central sources for the dissertation.

The dissertation proposal should be 25-35 pages long. (The bibliography does not count towards the length of the proposal.) The recommended font is Times New Roman, font size 12pt, line spacing 1.15, and margins 20 mm. For other technical requirements, such as footnoting style, quotations, reference format, transliteration, layout for tables and figures, students are advised to consult the appropriate styles guides (APA, Chicago, MLA, CSE).

The proposal should also include an abstract of 500 words written in non-technical language.

#### 10. The Ph.D. Examination:

The Ph.D. examination is a candidacy examination; that is, an oral examination focused on the student's dissertation proposal. The examination is designed to assess whether the proposal is well formed and a project which the student is prepared to carry out successfully. To be eligible for the Ph.D. examination a student must have completed or be in the semester of completing the entire course distribution requirements and the research tool requirement.

When the proposed dissertation director agrees that the proposal is ready to go to defense, the student submits the proposal to the Graduate Program Director, who in turn circulates it to the membership of the entire graduate faculty so as to ascertain the members' interest in the proposal and their judgments and recommendations about it. Graduate faculty members generally have two weeks to provide feedback. In case of a generally negative estimate of the dissertation proposal, the GPD may advise the student to withdraw the proposal for revisions or substitution.

In light of the responses of the Graduate Faculty, the student revises the proposal and prepares to address these responses and others that may come up at the proposal defense exam.

In consultation with the student, five graduate faculty members, at least three of whom are internal, will be appointed by the Graduate Program Director to serve as the Ph.D. examination committee. The student should fill out the "Thesis/Dissertation Committee" form on the GSPS site.

On the day of the exam, the student should complete the "Thesis/Dissertation Proposal" form on the GSPS site.

The Ph.D. examination is an oral examination of not less than 1 hour based on the dissertation proposal submitted by the student.

#### What the exam tests:

The examination centers on whether the proposal is well formed and whether the student has the requisite background and training to carry out the proposal successfully. Committee members consider these questions:

- i. Is it a worthwhile topic? Is it a do-able thesis? Is it not too big or too small? Is it philosophically interesting?
- ii. Is there sufficient scholarly literature for it to succeed as a scholarly project?
- iii. Does the student have the skills and ability to successfully complete the dissertation?
- iv. Can the project be constructively improved by means of helpful feedback from committee members?

*How the exam is conducted:*

The exam starts with the student summarizing the research to be done, the topic to be explored and the thesis to be argued, the literature within which the project is situated, and the significance of the project. Then each of the five committee members will take turns asking questions and raising issues. If the committee members so desire, there may be a second round (or more) of questions. When the committee has no further questions, the student is asked to leave the room while the committee members confer. When the committee has reached a decision of “pass” or “non-pass” the student is called back into the room and informed of the result of the exam.

The student’s examination will be judged a “pass” when all of the examiners concur in this judgment. A judgment of “pass” by the examination committee will signify the approval of the dissertation proposal as written or with minor revisions, and confidence that the student is capable of executing the project successfully. The committee may also make a judgment of “non-pass”. This evaluation may reflect the judgment of the committee that major revisions in the proposal need to be made and/or that additional course work or directed readings be done by the student. If required, such work should be done under the direction of the examination committee or by graduate faculty designated by the examination committee. But whether the proposal supplemented by such revisions and/or additional work merits a judgment of “pass” is a matter to be determined by the examination committee. The committee, for instance, may require a reexamination of the student. In any case, the examination committee should inform the Graduate Program Director in writing whether the student merits a “pass” or “non-pass.” In case of “non-pass,” the examination committee should state in writing its recommendations as to revisions in the proposal, additional work, etc.

An evaluation of “non-pass” may also reflect the judgment of the committee that the proposal is not salvageable, or that the proposal is not within the range of what the student can reasonably be expected to accomplish. In this case, the judgment of “non-pass” will be reported to the Graduate Program Director with an explanation to this effect, and the examination committee will be dissolved.

Tips:

Students should be proactive in working with the members of their dissertation proposal exam committees. It is a good idea to follow up with the committee members prior to the exam and solicit comments and questions in advance of the exam.

The exam is not a guaranteed “pass” simply because the dissertation director has agreed the proposal is ready to go to defense. The other four committee members must agree that the proposal exam is a “pass.” It is possible that the exam discussion may reveal issues or gaps that the dissertation director did not anticipate.

In the event of a “non-pass,” the exam committee has several options. It can require revisions to the proposal, it can require that the exam be re-done or that additional course work be completed, etc. If a judgment of “non-pass” is made, the committee members must clearly indicate to the student what additional requirements need to be met and how the student should meet them.

The following chart, Dissertation Proposal Exam Rubric, is intended to clarify expectations for the proposal exam for both doctoral students and faculty members.

**Dissertation Proposal Exam Rubric**

<b>Criterion</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Mastery of the field or problem area	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate statement of thesis</li> <li><input type="checkbox"/> Coherent and clear arguments</li> <li><input type="checkbox"/> Clear objectives</li> <li><input type="checkbox"/> Understanding of subject matter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inadequate statement of thesis</li> <li><input type="checkbox"/> Flawed or incoherent arguments</li> <li><input type="checkbox"/> Poorly defined objectives</li> <li><input type="checkbox"/> Limited understanding of subject matter</li> </ul>
Mastery of the secondary literature	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate understanding of the literature</li> <li><input type="checkbox"/> Adequate use of the literature</li> <li><input type="checkbox"/> Adequate documentation of the literature</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited understanding of the literature</li> <li><input type="checkbox"/> Limited use of the literature</li> <li><input type="checkbox"/> Limited documentation of the literature</li> </ul>
Mastery of methods of inquiry	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focused project</li> <li><input type="checkbox"/> Well-organized project</li> <li><input type="checkbox"/> Reasonable plan for analysis and development of ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not a focused project</li> <li><input type="checkbox"/> Poorly organized project</li> <li><input type="checkbox"/> Confused or ineffective plan for analysis and development of ideas</li> </ul>
Originality and potential for contribution to discipline	<ul style="list-style-type: none"> <li><input type="checkbox"/> Potential for originality</li> <li><input type="checkbox"/> Builds upon previous work</li> <li><input type="checkbox"/> Potential for theoretical or applied significance</li> <li><input type="checkbox"/> Publication potential</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of originality or originality not demonstrated</li> <li><input type="checkbox"/> Limited extension of previous published work in the field</li> <li><input type="checkbox"/> Limited theoretical or applied significance</li> <li><input type="checkbox"/> Limited publication potential</li> </ul>

### 11. Thesis/Dissertation:

A dissertation is required of all Ph.D. students.

Students should consult with their dissertation directors about the practicalities of submitting work, scheduling meetings, receiving comments, and revising work. Some students and directors may set up regular meetings while others may wait until a chapter draft is ready to be reviewed. It is a good idea for students to clarify from the beginning how to contact their directors, when to submit work, and how long it will take to receive feedback on work.

### 12. Dissertation Committee:

The Department requires a minimum of three dissertation committee members on a PhD dissertation defense. At least three dissertation committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty. Students may request additional members of the committee, but they should carefully weigh the value of a larger committee against the risks. Additional committee members could be members in other departments at Loyola or other institutions.

There can be a maximum of one dissertation reader from outside the university. The student interested in inviting an outside reader should consult with his/her dissertation director. Then the student must ascertain the willingness of the outside reader to serve and submit that person's CV when filling out the "Thesis/Dissertation Committee" form at GSPS. The Graduate School reviews the person and his/her accomplishments. If accepted for committee membership, the outside reader has all the same review and voting rights as LUC faculty. The Graduate School does not pay outside readers or cover their travel expenses.

### 13. Dissertation Oral Defense:

A public oral defense is required of all dissertations. The committee must indicate approval of the text to the student before the date of the oral defense is established; no oral defense may take place without the prior agreement among the committee members that the text is substantially in its final state, with no major revisions necessary.

Normally, the defense lasts about two hours. At the conclusion of the defense, the dissertation committee deliberates and makes its judgment. A unanimous vote of a three or four member Committee is required to pass. Committee members may require certain revisions as a condition for passing.

All voting members of the committee must participate in the oral defense. In all cases the director of the committee must be present at the oral defense, and ordinarily all readers must be present as well. However, in exceptional circumstances and upon the approval of the director of the committee, readers may participate in the oral defense via telephone or video conference. The Graduate School will not accept a committee's approval of a thesis or dissertation if one or more voting members do not participate in the oral defense. The only exception to this policy is in the case of non-participation due to an emergency; in such cases, The Graduate School will accept the result of the oral defense only after consultation with all non-participating committee members.

The committee may award "Distinction" to designate outstanding work on both the text and oral defense; this designation should be made only on rare occasions of truly exceptional work. Votes of "Distinction" must be unanimous. This designation will appear on the student's transcript.

The results of the committee's evaluation of the text and oral defense are noted on a written ballot, which the student turns in to the GPD after the defense.

14. Final Copies of the Text:

Students are required to submit to the Graduate School a final, approved electronic copy of the text and other necessary material in proper format. Deadlines for format check and final copy submission are published on the Graduate School website. In addition, in order to ensure that all theses and dissertations are accessible to the academic community and the interested public, all dissertations and theses must be published through ProQuest.

Students must submit final copies with approved revisions within one semester of a successful defense (e.g., if a student's defense falls within a Fall semester, their final copies must meet the Spring semester submission deadlines). After one full semester a student may be discontinued and be required to apply for reinstatement.

## **Ph.D. Year-by-Year Progression of Requirements and Recommended Actions**

### Summary

The progression of requirements and recommended actions may be divided into two stages: during the first three years the students will complete their course work and pass their M.A. exam (oral exam of thesis or paper); during the last two years they will submit and successfully defend their dissertation proposal, and then write and defend the dissertation. Typically, a dissertation will consist of four chapters. After defending their dissertation proposal, students are expected to write 1-2 chapters per semester, beginning in the spring semester of their fourth year.

By the end of the third year of coursework, students should be thinking about a dissertation topic; while writing the dissertation, they should be looking ahead to entering the job market by attending and presenting papers at conferences, submitting papers for publication, filling out their teaching resumes with a suitable variety of introductory courses, and so on.

Throughout their time in the program--but especially by year 3--students should also be working on their professional development with an eye to following diverse career paths after finishing the program. Some of our graduates do not follow an academic career path, and all our students should be taking concrete steps throughout their time in the program to develop professionally in ways that will serve them within and beyond academia. These steps will be variable from student-to-student based on interest and professional trajectory, but could include summer internships, developing professional skills through bootcamps and training seminars, networking, grant writing, and so on. All students--even those aiming primarily at academic careers--should view their professional development holistically, as many of the skills developed with an eye to diverse career pathways (e.g. grant writing) will also serve them well in specifically academic careers.

### Year 1:

During Year 1, students take a full course load: at least three courses each semester. Students should also speak to fellow students and faculty as well as consult the various timelines for financial aid applications (if necessary) and scholarships. During this year, students should develop a clear understanding of the timeline toward completion of degree and entry into the job market. The first year of coursework should be spent filling in gaps in one's basic philosophical knowledge and concentrating on satisfying breadth requirements in areas in which the student is likely not to specialize. Students planning on specializing in areas where foreign language reading competence is required also might consider foreign language instruction at this stage, especially in areas such as Ancient, Medieval, Modern, and Continental philosophy, where multiple language skills are required. Relatedly, students should consult with the Graduate Program Director about whether they should pursue language study for their research tool, or

whether some other option may be better. Finally, during Year 1, students should work to familiarize themselves with the diverse career pathways that are available to professional philosophers.

Year 2:

Students in Year 2 will also take a full course load: at least three courses both semesters. During their coursework in second year, students should continue filling in gaps in their philosophical knowledge and satisfying breadth requirements. They should also be working to identify the topic for their MA thesis or paper and, by the end of the second year, should have a good idea of the area of philosophy in which they want to concentrate in their dissertation research. Moreover, students should typically complete their research tool by the end of Year 2. Typically, this will involve passing a language course or exam. But students can also complete the research tool in other ways, as appropriate to their research and in consultation with the Graduate Program Director. Finally, students in Year 2 should work to familiarize themselves with the academic job market for philosophers, and begin to identify options for other career pathways.

Year 3:

In Year 3, students take a reduced course load: typically two courses per semester. Students should also enlist the guidance of a MA thesis director by the start of their third year. They are expected to pass their MA exam (oral exam of thesis or paper) by the end of their third year. The third year is also a time when students should begin polishing papers for conference presentations and possible publication. Perhaps most importantly, the final year of coursework should be spent concentrating as much as possible on an area of specialization with an aim toward developing a topic for their PhD. Finally, students in Year 3 should develop specific professional development goals and plans to help them pursue these goals.

## **Preparation for the Oral Defense of a Dissertation Proposal (years 3-4)**

### Years 4:

By the beginning of the fourth year, students should complete coursework and start working closely with a dissertation advisor to develop a defensible topic. They should also complete the required non-credit course PHIL 590: Dissertation Proposal Seminar during the Fall semester. Advisors and students should bear in mind the job market when considering possible topics. The defense of the dissertation proposal should be completed at the start of the Spring semester. After defending their proposal, students are expected to complete 1-2 chapters of their dissertation per semester, including the Spring semester of Year 4. Students must keep in mind the sequence of events leading up to defense, respecting all formal requirements, lead times, and deadlines (the Graduate Program Assistant, the GPD, and the Graduate School can provide details).

## **Writing the Dissertation and Entering the Job Market (years 4-5)**

### Years 4-5:

While working on the dissertation proposal and dissertation, students and faculty will work together to determine goals for each semester, and fill in a form indicating the goals that are to be met by the student that semester. At the end of the semester, the faculty member will assign one of three grades: 'sufficient progress,' 'insufficient progress,' or 'no pass.' A grade of 'no pass' will result in a non-passing grade being submitted to the Graduate School, and will be sufficient for the student to be dismissed from the program. An 'insufficient progress' grade will result in a passing grade being submitted to the Graduate School, and will serve as a warning that the student is not meeting the expectations of the Philosophy Department. If a student receives a second 'insufficient progress' grade, that will be sufficient for a 'no pass' grade to be submitted to the Graduate School. This may be grounds for dismissal from the program.

During the writing of the dissertation, students should be active in the department and in the profession, working on expanding their teaching portfolios and adding conference presentations and publications to their CVs. As students approach completion of the dissertation, they should make sure that they have satisfied all language requirements; most important of all, they should be planning their entry into the job market. Students can enter the job market before completing the dissertation, although it is highly advisable (in some cases, even imperative) that they have finished and successfully defended the dissertation before the formal date when job appointments normally begin (usually in July or August). Before entering the job market students should have a portfolio of teaching materials (teaching statements, sample syllabi, student evaluations) and cover letters. CVs, cover letters, and the like should be vetted by trusted faculty mentors (including members of the graduate placement committee); students should also arrange a mock interview with the graduate placement committee. It is up to students to place their application materials on file with appropriate placement services (such as Interfolio) and to inform said services of their recommenders. Bear in mind that fall is the most active season for hiring and

that students entering the job market during that season should try to have their materials in order no later than October 15.

Concurrently with preparation for the academic job market, students in Years 4 and 5 should also be working to develop professionally in ways that will support diverse career pathways. What this looks like may vary from student to student, depending on the goals being pursued. It could involve training and experience in grant writing, gaining professional skills (e.g. programming, design, etc.), networking, or summer internships. While pursuing these goals, students should consult with the Graduate Program Director, their dissertation director, and members of the Placement Committee. Students should also keep in mind that the skills developed with an eye towards diverse career pathways are typically valuable in pursuing specifically academic paths as well.

### Timetable

For students entering without graduate credit and completing Ph.D. studies in five years. Students who enter with graduate credit or pursue the degree on a part-time basis will follow a different timeline, and should work with the Graduate Program Director to develop a plan for degree completion in a timely manner.

	Semester 1	Semester 2	Total Hours
<b>Year 1</b>	9 hours coursework	9 hours coursework	(18)
	<i>Complete by end of Year 1:</i> <ul style="list-style-type: none"> <li>● UNIV 370: Responsible Conduct in Research &amp; Scholarship (non-credit)</li> </ul>		
<b>Year 2</b>	9 hours coursework	9 hours coursework	(18)
	<i>Complete by end of Year 2:</i> <ul style="list-style-type: none"> <li>● Research Tool: Exam or Course</li> <li>● PHIL 505: Teaching Internship [if preparing to teach] (non-credit) NOTE: this can also be completed in Year 3.</li> </ul>		
<b>Year 3</b>	6 hours coursework	6 hours coursework	(12)
	<i>Complete by end of Year 3:</i> <ul style="list-style-type: none"> <li>● MA Exam: Oral Exam of Thesis or Paper</li> <li>● PHIL 505: Teaching Internship [if preparing to teach] (non-credit) NOTE: this can also be completed in Year 2.</li> </ul>		
<b>Year 4</b>	Doctoral Study (3 hours)	Doctoral Study (3 hours)	(6) Non-credited hours
	<i>Complete by end of Year 4:</i> <ul style="list-style-type: none"> <li>● PHIL 590: Dissertation Proposal Seminar (in Fall semester of Year 4) (non-credit)</li> <li>● Oral Dissertation Proposal Exam (by January of Year 4)</li> <li>● Begin Dissertation Research</li> <li>● Teaching Effectiveness Seminar (non-credit, taught by The Graduate School to first-time graduate student teachers). NOTE: the Teaching Effectiveness Seminar is sometimes completed before Year 4, but should always be completed by the end of Year 4.</li> </ul>		
<b>Year 5</b>	Dissertation Supervision (3 hours)	Dissertation Supervision (3 hours)	(6) Non-credited hours
	<i>Complete by end of Year 5:</i> <ul style="list-style-type: none"> <li>● Program Requirement: Use of Research Tool</li> <li>● Write Dissertation</li> <li>● Oral Dissertation Exam</li> </ul>		
			<b>(48) Total Credited Hours</b>

### **Degree Conferral (Graduation)**

Students are to apply to receive a Ph.D. or M.A. degree at the end of the term during which they expect to complete all degree requirements through LOCUS. If the degree is not conferred as of the date noted on the application, a new application is required for a subsequent degree-conferral date. The Graduate School's commencement ceremony is held once per academic year, in May.

For more information, see Loyola's Commencement website: <http://www.luc.edu/commencement/>. There is a late application fee of \$25 through the 15th day after the deadline for that conferral period. Please see The Graduate School forms page for the late application document and instructions.

### **The Graduate School: Financial Aid Office**

For questions regarding the Financial Aid Office's policy on students' rights and responsibilities, please visit the following webpage: <http://www.luc.edu/finaid/aid-process/responsibilities/>

## The Graduate School: Teaching Assistantships

Teaching assistantships provide students with educational and professional benefits, enhancing their pedagogical skills. Departments and faculty members certainly benefit from the services provided by teaching assistants. However, the rationale for supporting teaching assistants is centered on the role the experience plays in their professional and educational development. Students holding assistantships devote their time to a combined program of study and instructional activities. The stipend received by teaching assistants is in recognition of their service to the university.

The following include best practices for departments who have teaching assistants:

### Instructional Activities

Teaching assistants support departmental instructional activities. Depending on the student's experience and departmental needs, typical assistantship duties include:

- Teaching classes as teachers of record
- Grading course assignments
- Holding office hours
- Working with students in a laboratory class
- Leading discussion groups
- Mentoring
- Tutoring
- Proctoring examinations
- Teaching an occasional class
- Preparing instructional material

### Mentoring

All of these activities occur under the guidance of a mentor, either the course instructor or, in the case of teachers of record, an assigned mentor. The mentoring structure supports the pedagogical component of the teaching assistantship experience.

### Hours

- Full-time: Assistantship duties should average between 15 and 20 hours per week. Given the instructional rhythm of a semester, there will be some variation in the actual number of hours spent on assistantship activities per week. Faculty supervising assistants should develop a general plan of action with their assistants to plot out and monitor the number of hours spent over the course of the semester.
- Part-time: Students holding part-time assistantships work less hours. Part-time assistants are typically found in Master's programs. Full-time Master's assistantships carry stipends of \$11,000-\$12,000 for 15-20 hours per week. Stipend recipients receiving less than \$11,000-\$12,000 work proportionately less than full-time assistants.

### Department Pedagogical Instruction

The Graduate School expects all departments to provide assistants with teaching instruction. This may occur in a formal course (with a course number) or in an intensive or year-long seminar that is noted on each student's transcript as a milestone.

### Evaluation

Each teaching assistant should be evaluated in writing at the conclusion of each semester. This evaluation should be based on the observation of the TA in action. The evaluation should be shared with the TA and placed in the student's departmental file.

### English Proficiency

All teaching assistants with native languages other than American English are required to take an English Proficiency test on campus during the week before school begins. Based on the results of this test, teaching assistants may be required to take one or two ESL courses during their first semester at Loyola. This requirement is designed to insure the ability of teaching assistants to communicate effectively in spoken and written English.

### Termination

Assistants are required to keep a minimum 3.0 GPA (each semester as well as cumulatively), make progress toward their degree, and perform assistantship duties in an acceptable manner.

- Maintaining academic standing, per Graduate School or departmental academic requirements, is mandatory and failure to do so will result in the termination of an assistantship. Departments may have higher minimum GPA requirements for their assistants and, if so, these requirements trump the minimum GPA requirement of the Graduate School.
- Should an assistant's duty performance be deemed unacceptable by the department, the Graduate Program Director should inform the student in writing that his/her performance is unsatisfactory. The letter should include information about the deficiencies and a remediation plan of action. Additionally, the letter should include a date for re-evaluation. If the student fails to improve his or her performance, the assistantship will be withdrawn.
- In very specific instances, such as violations of university policies, academic dishonesty, or violations of ethical or professional code of conduct, the assistant may have his or her duties suspended immediately and a departmental recommendation of termination to the Graduate School is in order. Termination appeals, just as all other grievances, should first be made at the departmental level before moving to the Graduate School.
- The stipend will be stopped at the date of the termination.

### Resignations

Departments depend on the services of teaching assistants for the period of appointment. If the assistant must resign his or her position during the course of the academic year, the assistant must follow the following steps:

- Discuss the intent to resign with the Graduate Program Director well in advance of the actual resignation so that the department can make appropriate plans to replace the assistant.
- Submit a formal letter explaining the reason(s) for and date of the resignation. A copy of this letter should be sent to the Graduate School.
- Return of any keys and instructional material to the department.
- The assistant's stipend will be ended upon receipt of the letter of resignation.

## **Philosophy Department Teaching Assistant Policy**

### For TAs:

1. TAs must be available for service throughout the semester—from the first day of classes until 72 hours after the last final exam taught by the instructor.
2. TAs need not be available on University-recognized holidays and breaks, as specified on the University Calendar. Christmas and Summer Break officially begin 72 hours after the last final exam of the courses the instructor teaches.
3. Exceptions to this schedule (e.g., for weddings, vacations, visits home, etc.) must be approved in advance by the instructor for whom the TA is working. (These exceptions can usually be accommodated, but they must be requested first by the TA and then approved by the instructor.)
4. TAs are responsible for contacting the faculty members to whom they have been assigned well in advance of the starting date. If TAs want to know what their tasks will be, they should communicate directly with the instructor for whom they will be TAing.
5. TAs must have a fast and convenient way of being contacted. This typically means a reliable email address that they check regularly (at a minimum, daily), and they must reply in a reasonable period of time (no longer than a day). For urgent matters, they should provide a phone number where they can always be reached.

### For Faculty:

1. The work assigned to TAs should be educationally and professionally beneficial. It should facilitate a TA's development as a teacher and scholar. TAs should not be assigned non-academic work.
2. TAs are assigned as teaching assistants, not research assistants. The work they perform should support teaching efforts.
3. The Philosophy department expects that TAs work primarily to assist in the teaching of core classes. They may do grading work in 100 and 200 level courses, but not 300 level courses.
4. The Philosophy department recommends that TAs be given the opportunity to lecture or teach one or two class sessions per semester. This helps TAs prepare to become teachers of record and provides them with teaching mentoring.
5. If a faculty member cannot occupy a full-time TA at 15-18 hours a week, but can occupy a TA for 8-9 hours a week, then s/he should request only a half-time TA. A faculty member with a half-time TA should keep in mind that the TA is assisting two faculty members and should not assign work that requires more than 8-9 hours per week.

## The Graduate School: Research Assistantships

Departments and faculty members benefit from the services provided by research assistants. However, the rationale for supporting research assistants is centered on the role the experience plays in their professional and educational development. Students holding assistantships devote their time to a combined program of study and instructional activities. The stipend received by research assistants is in recognition of their service to the university.

The following include best practices for department who have research assistants. Research Assistants support faculty research and instructional activities. Depending on the student's experience and departmental needs, typical assistantship activities include:

- Participation in research team meetings
- Recruitment of research participants
- IRB protocol submissions
- Design of research studies
- Data collection, data cleaning, and data management
- Maintenance of data bases
- Data analyses
- Supervision/Mentoring and training of undergraduate research assistants
- Literature searches
- Manuscript preparation/writing
- Preparation of conference presentations
- Grant writing
- Developing own program of research
- Maintaining project-related web site
- Archival Research

### *Mentoring*

All of these activities occur under the guidance of a mentor, typically the faculty member who is working most closely with the student on the research project(s) assigned. In addition, the graduate RA may also serve as one of the mentors to undergraduates who oftentimes work in the lab setting.

### *Hours*

- RAs must be available for service throughout the semester—from the first day of classes until the conclusion of finals week.
- Full-time: Assistantship duties should average between 15 and 20 hours per week. Faculty supervising assistants should develop a general plan of action with their assistants to plot out and monitor the number of hours spent over the course of the semester.
- Part-time: Students holding part-time assistantships work less hours. Part-time assistants are typically found in Master's programs. Full-time Master's assistantships carry stipends of \$11,000-\$12,000 for 15-20 hours per week. Stipend recipients receiving less than \$11,000-\$12,000 work proportionately less than full-time assistants.

### *Academic Integrity*

Research assistants are expected to learn and practice ethical research skills. To that end, assistants are expected to take the UNIV 370 Responsible Conduct in Research and Scholarship

(RCRS) course at Loyola as part of the required training and/or specific ethical training from the Principle Investigator/faculty mentor who most closely works with the student. Go to [www.luc.edu/ors](http://www.luc.edu/ors) and click the RCRS/Compliance link for more information.

### Evaluation

Each research assistant should be evaluated in writing at the conclusion of each semester. This evaluation should be based on the observation of the RA in action. The evaluation should be shared with the RA and placed in the student's departmental file.

### English Proficiency

Research assistants with native languages other than American English who will be supervising undergraduates in the research area are required to take an English Proficiency test on campus during the week before school begins. Based on the results of this test, research assistants may be required to take one or two ESL courses during their first semester at Loyola. This requirement is designed to insure the ability of research assistants to communicate effectively in spoken and written English.

### Termination

Assistants are required to keep a minimum 3.0 GPA (each semester as well as cumulatively), make progress toward their degree, and perform assistantship duties in an acceptable manner.

- Maintaining academic standing, per Graduate School or departmental academic requirements, is mandatory and failure to do so will result in the termination of an assistantship. Departments may have higher minimum GPA requirements for their assistants and, if so, these requirements trump the minimum GPA requirement of the Graduate School.
- Should an assistant's duty performance be deemed unacceptable by the department, the Graduate Program Director should inform the student in writing that his/her performance is unsatisfactory. The letter should include information about the deficiencies and a remediation plan of action. Additionally, the letter should include a date for re-evaluation. If the student fails to improve his or her performance, the assistantship will be withdrawn.
- In very specific instances, such as violations of university policies, academic dishonesty, or violations of ethical or professional code of conduct, the assistant may have his or her duties suspended immediately and a departmental recommendation of termination to the Graduate School is in order. Termination appeals, just as all other grievances, should first be made at the departmental level before moving to the Graduate School.
- The stipend will be stopped at the date of the termination.

### Resignations

Departments depend on the services of research assistants for the period of appointment. If the assistant must resign his or her position during the course of the academic year, the assistant must follow the following steps:

- Discuss the intent to resign with the Graduate Program Director well in advance of the actual resignation so that the department can make appropriate plans to replace the assistant.
- Submit a formal letter explaining the reason(s) for and date of the resignation. A copy of this letter should be sent to the Graduate School.
- Return of any keys and research-related materials to the department.
- The assistant's stipend will be ended upon receipt of the letter of resignation.

## **Philosophy Department Research Assistant Policy**

### For RAs:

1. RAs, like faculty, must be available for service from August 15 – May 14.
2. RAs need not be available on University-recognized holidays and breaks, as specified on the University Calendar.
3. Exceptions to this schedule (e.g., for weddings, vacations, visits home, etc.) must be approved in advance by the faculty member for whom the RA is working. (These exceptions can usually be accommodated, but they must be requested first by the RA and then approved by the faculty member)
4. RAs are responsible for contacting the faculty members to whom they have been assigned well in advance of the starting date. If RAs want to know what their tasks will be, they should communicate directly with the faculty member for whom they will be RAing.
5. RAs must have a fast and convenient way of being contacted. This typically means a reliable email address that they check regularly (at a minimum, daily), and they must reply in a reasonable period of time (no longer than a day). For urgent matters, they should provide a phone number where they can always be reached.

### For Faculty:

1. The work assigned to RAs should be educationally and professionally beneficial. It should facilitate a RA's development as a researcher and scholar. RAs should not be assigned non-academic work.
2. RAs are assigned as research assistants, not teaching assistants. The work they perform should support research efforts.
3. A faculty member with a half-time RA should keep in mind that the RA is assisting two faculty members and should not assign work that requires more than 8-9 hours per week.

## **University Fellowship Opportunities**

The Graduate School webpage is the best source of information on University Fellowships (<http://www.luc.edu/gradschool/FundingGrad.Education.shtml>). The following are especially relevant to philosophy students.

- Arthur J. Schmitt Dissertation Fellowship: LUMC and Lakeside PhD students, in the final year of the dissertation
- Child and Family Research Assistantship: Lakeside Campus PhD students
- Pre-Doctoral Teaching Scholars Application: PhD students in the College of Arts and Sciences

## Advice from the Job Placement Committee

### Job Application Material

(Samples of documents available from Placement Director)

Academic job applications will typically include the following material:

- *Cover Letter*  
The cover letter should be no more than 1 to 1½ pages, single-spaced. It should identify the job for which the applicant is applying, as well as provide basic information about qualifications (e.g., projected graduation date, research interests, teaching experience, etc.).
- *Current CV*  
The CV should be professional standard and include the following:
  - contact information
  - dissertation title
  - statement of AOS and AOC
  - language competencies
  - educational background (schools attended/degrees earned)
  - list of conference presentations and published work
  - employment history
  - list of courses taught
  - list of graduate courses taken
- *Official Graduate Transcripts*
- *Dissertation Abstract*  
The dissertation abstract should be no more than 1 page, single spaced. It ought to set forth the problem and significance of the dissertation as clearly as possible while remaining intelligible to a non-specialist.
- *Writing Sample*  
Typically, the writing sample will be a chapter from the dissertation, but it may be a stand-alone article as well (especially if the article has been published). It must not exceed 10,000 words and should fall within the advertised AOS of the position.
- *Teaching Dossier*  
The purpose of the teaching dossier is to provide evidence of the effectiveness of the applicant as a teacher. It includes the following:
  - statement of teaching philosophy
  - sample syllabi of courses taught
  - sample assignments from courses taught
  - summary of student evaluations from courses taught
- *Confidential Letters of Recommendation*  
There should be no less than three, but no more than five, confidential letters of recommendation with the application. Letters must address both the applicant's research and teaching. Generally, letters are not sent with other application materials, but are either sent

directly by the writers, or uploaded to an online dossier service where they may be accessed by the search committee.

### Customizing Job Application Materials

Tailoring job applications to reflect the variety of job application materials can be fulfilled in several ways:

- Modify the cover letter and CV to reflect the particular AOS of the job to which the applicant is applying.
- Change the cover letter and CV to emphasize either research or teaching. Generally, departments with graduate programs will be more interested in research and departments without graduate programs will be more interested in teaching. The expected teaching load is also an indication. The greater the teaching load, the more interest in your teaching; the lower the teaching load, the more interest in your research. Harvard, for example, will not care as much about teaching experience, and Oakton Community College will not care as much about research.
- Alter the cover letter to reflect the goals of a university with a unique mission. For example, many religiously affiliated schools will want to see evidence that the applicant will contribute to the religious mission of the school. They may even want some indication of doctrinal agreement. This can and should be addressed in the cover letter. *However, it is not a good idea to misrepresent oneself on this matter.* Most likely, the members of the search committee will know if the applicant is disingenuous. And even if they don't, it is more likely that the applicant will be unhappy at an institution that has expectations with which he or she is not genuinely comfortable.

Do not overdo customization. It is counterproductive for an applicant to create a distinct application packet for each job. A recent graduate may be applying for as many as fifty jobs. Dividing job applications into a small number of categories and producing a few customized cover letters and CVs corresponding to those categories will be more efficient.

### Teaching at Community Colleges

Community colleges constitute a very large and growing segment of the academic job market. Understanding and applying for jobs in this market will greatly increase the chances of finding a full-time teaching position. The breadth and diversity of the Philosophy Graduate Program should help sell a recent graduate as the sort of generalist that community colleges (CCs) are looking for.

#### 1. Nature of Jobs:

- Default Teaching Load: 5 courses per semester (sometimes 4 if there is release time for special projects). Summer teaching is optional and earns one extra pay.
- Committee work.
- 3-5 years for tenure.
- Tenure primarily determined by teaching effectiveness (This is determined by Student Teaching Evaluations and observations of teaching.)

- Salaries are competitive if not superior to most state schools. For example, in Illinois, Du Page CC, Harper CC, Oakton CC, and Elgin CC all pay higher salaries than Western IL U, Eastern IL U, Northeastern IL U, and Southern IL U. Tenure and Promotion are easier to get at CCs as well.
- Type of student: some are very good; however, many students are quite weak academically. Most have jobs and/or family obligations.
- Class size 25-35 students, although in California it will be larger.

2. Where to look:

- Many/most positions are not listed in “PhilJobs.”
- Many states have websites for positions at CC s—e.g., California Registry of Community Colleges (<https://www.ccregistry.org/jobs/searchForm.aspx>).
- Chronicle of Higher Education ([https://chroniclevitae.com/job\\_search](https://chroniclevitae.com/job_search)).
- Higher Ed Jobs (<https://www.higheredjobs.com/>).

3. Cover letter and Applications:

- It should be a professional resume, not an academic resume.
- Customize it toward the college to which you are applying.
- Put the main emphasis on teaching.
- Don’t send a bulky mass mailed dossier with samples of research and publications.
- Vita: no more than two pages - emphasize teaching.
- Address the job description.

4. Interview:

- Be down to earth.
- Know about the college and its demographics.
- Be ready for a question on diversity.
- If offered an interview, go even if you have to pay for the trip.
- Be ready for a Skype interview.

5. Teaching Demonstration for Interviews on Campus:

- Gear it toward an interdisciplinary audience.
- Ask about the make-up of the hiring committee.
- Teach; do not give your philosophy of teaching.
- It might help to have a video of your teaching available when you apply.

6. Things that Are Helpful to Have in Finding a Job:

- Be able to teach online.
- Be able to teach Applied Ethics.
- Be able to teach World Religions.
- Be able to teach Logic/Critical Thinking.
- Generalists are often preferred.

- Have some successful teaching experience at a community college. This is **strongly preferable –if not mandatory**. (To be a serious candidate in this job market you need to do some part time teaching at a community college.)

If you have further questions about placement, please contact the Placement Committee Chair, Dr. Kristen Irwin.