

BOSTON COLLEGE
DEPARTMENT OF PHILOSOPHY
GRADUATE STUDIES HANDBOOK

Introduction

The Department offers a comprehensive program in the history and problems of philosophy, allowing for concentration in the following areas: ancient philosophy, medieval philosophy, early modern philosophy, continental European philosophy from Kant to the present, social and political philosophy, epistemology and philosophy of science. A significant feature of the program is the extensive and diverse range of courses available to graduate students every semester.

The department offers an M.A. program and a Ph.D. program. The graduate director and the graduate committee administer these programs. The graduate committee is composed of the chair person (or assistant chair), the graduate program director, the M.A. coordinator, the placement officer, and the teaching seminar instructor.

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THE M.A. PROGRAM

1. In a nutshell

- In normally two years (full-time), the students earn a Master of Arts degree while following a large variety of courses and acquiring experience as members of an academic community through their participation in workshops, conferences, and seminars.
- The program may be taken on a full-time basis or on a part-time basis. The time limit is five years (see paragraph 5, below).
- Funding and tuition remission from the Morrissey Graduate School or Arts and Sciences are not normally available for students in the M.A. program. For other forms of financial aid, see the section “Resources for the M.A. and Ph.D. Students,” below.

2. Requirements for the degree

- 30 credits (10 philosophy courses, or 8 philosophy courses and an M.A. thesis)
- Proficiency in one foreign language
- Getting the grade “passed” or higher for a qualifying paper.

2.1. Course Work

- The department offers courses intended exclusively for graduate students (7700 to 9900 levels) as well as courses intended both for undergraduate and graduate students (5500-6699 levels). Both sorts of courses may be applied to the fulfillment of the course work requirement (30 credits). Some courses in other departments are cross-listed. See “2. Course Selection” and “4. Registration” in the “Other Procedures and Regulations” section, below.
- Students who have completed one full semester of graduate work may apply for transfer credit for up to two (2) graduate courses (6 credits) taken prior to entrance to the program and not applied to another degree program, subject to approval by the Graduate Committee. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. See also “7. Transfer of Credit” in the “Other Procedures and Regulations” section, below.
- Students may ask faculty to offer Reading and Research Courses (PHIL7799). See “3. Reading and Research” in the “Other Procedures and Regulations” section, below.
- After approbation of the program director, students may cross-register for (not cross-listed) philosophy-relevant courses offered in other departments at BC or in some other universities. See “5. Cross-Registration” in the “Other Procedures and Regulations” section, below.

2.2. M.A. Thesis

- A student may write an M.A. thesis on two consecutive semesters in place of two courses (6 credits).
- It is the responsibility of the student to secure a thesis supervisor and second reader and to prepare a thesis proposal.
- A copy of the proposal and the names of the supervisor and second reader must be presented to the program director prior to registering for the thesis.
- Students writing a thesis must register for two semesters of PHIL888801 Master's Thesis.
- The typescript of the thesis must be prepared according to a recognized manual of style (e.g., the MLA) and to the formal specifications of the Morrissey Graduate School. See the thesis checklist page (<https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/thesis-checklist.html>) and use the template downloadable on that page.
- For the validation of the thesis ("Signature Page" to be filled at the end of the defense), the online submission of the thesis, and the debriefing form, see again the thesis checklist page (<https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/thesis-checklist.html>).

2.3. Language Proficiency

- M.A. candidates must demonstrate proficiency in one foreign language of their choice.
- Proficiency may be demonstrated by 1. having received a grade of "B" or better in two semesters of a language class at the elementary college level or one semester at the intermediate college level, or 2. receiving the grade of "B" or better in a language class for graduate students at Boston College, or 3. depending on the language, by passing the department's own language examination. For further information on the language exam, please consult Prof. Peter Kreeft.
- Students may take a language course at Boston College at a reduced rate of tuition. Please see "Support for Language Study" in the "Other Resources" section, below, and consult the program administrative assistant. You should talk with your adviser about which language is most suitable for your study plans.
- Language courses do not count towards the philosophy coursework requirement.

2.4. M.A. Qualifying Paper

- In addition to their course work, the students must write and submit a research paper, called "qualifying paper", on a topic of their choice. The paper may (but does not have to) be derived from a term paper, improved thanks to the feedback of the course instructor (NB: it must be different from the M.A. thesis if the student has undertaken one.) It should be between 7,000 and 10,000 words long.
- The paper must be submitted to the program director, by November 1 in the semester before the last in the program, for possible use as a writing sample in Ph.D. applications.
- The student also submits to the program director 3 faculty names as preferred graders. When the paper is derived from a term paper, the course instructor may be included.

- The program director chooses 2 faculty members. While trying to find the most suitable graders, he/she is not bound by the names submitted by the students, as he/she will spread out equally the work across the faculty, with a cap of 3 papers per faculty member.
- The paper will be anonymized by the program director, and uploaded on Google drive; the link will be sent to the two graders.
- By December 1, the two graders will each turn in a one-page report with their remarks and advice for improvement, together with their respective grades and the final grade they have agreed on after consulting with each other. Additionally, the paper can be annotated on line.
- The program director communicates the grade and the reports to the student, together with the names of the graders, so that the student can request a meeting with the graders in order to get more feedback if needed.
- The standard for the grading is: a good research paper that demonstrates clarity of writing, solid argumentation, and familiarity with primary and secondary sources when applicable.
- The grades are: Passed with distinction, Passed, Failed. “Passed with distinction” from both graders results in the final grade “Passed with distinction”; “Distinction” from one grader and “Passed” from the other, or “Passed” from both, result in “Passed”. “Failed” from one grader or both results in “Failed”.
- If the two graders cannot agree on the final grade, the lower grade is adopted, unless it is “Failed”. In that case, the program director asks a third faculty member to grade the paper. If two of the three grades are “Failed”, the final result is “Failed”. If two of the grades are “Distinction”, the final result is “Distinction”. Otherwise, the final result is “Passed”.
- The qualifying paper must receive at least “Passed” for the student to graduate.

3. Advisement

- Each student will be assigned a faculty member as academic adviser. To help in making the assignment as well adjusted as possible, students should complete the Advisement Questionnaire (in attachments) and return it to the program administrative assistant before August 1st.
- Students are encouraged to be proactive. Be in touch with your adviser early and often. Your adviser will help you design a sound course of studies, navigate the program requirements, assess your progress toward the degree, resolve difficulties, and elaborate plans for the future. In addition, do not hesitate to talk to the M.A. coordinator or the graduate program director.

4. Standing

- A student will be deemed to be making poor progress toward completion of the degree when accumulating two (2) or more Incompletes turned into F for course work (see “Incompletes” in the “Other Procedures and Regulations” section, below), and/or two (2) or more grades of C or less.
- Any student in this situation must meet immediately with the M.A. coordinator or the program director and will be given specific directions for what must be accomplished to return to good standing.

- Students can be removed from the program after being in bad standing for two years.
- Students with three or more F's are barred from registration for further courses.
- By Graduate School policy, students are expected to maintain a minimum cumulative GPA of 3.0.

5. Graduation

- In order to graduate, the students must have satisfied all the requirements to the degree and must fill in the graduation form (see attachment 3).
- Students should check the university deadlines for each of the different graduation periods (May, August, December) in the academic calendar (www.bc.edu/content/bc-web/offices/student-services/registrar/academic-calendar.html).

6. Time Limit

- The M.A. candidates must complete all the requirements for the Master's degree within five consecutive years from the date of acceptance into the program.
- Extensions are permitted only with the approval of the graduate committee and of the dean of the Morrissey Graduate School of Arts and Sciences.
- By university policy, graduate students in degree programs must register each semester until they graduate. If, temporarily, you cannot attend the program, you have to apply for a leave of absence with the dean of the Morrissey Graduate School.

7. Morrissey Graduate School Regulations

- In addition to the regulations above, please familiarize yourself with the policies and procedures of the Graduate School by visiting its web site: <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students.html>.

8. Important dates from the Office of Student Services for 2019-2020

August 26	Fall semester classes begin
September 4	Last date for grad students to drop or add classes online
October 1	Last date to file on-line for December graduation
December 2	Last date for master's candidates to submit signed and approved copies of M.A. theses for December 2019 graduation
January 13	Spring semester classes begin
January 22	Last date for grad students to drop or add classes online
February 3	Last date to file on-line for May, 2020 graduation
April 3	Last date for master's candidates to submit signed and approved copies of M.A. theses for May 2019 graduation
August 3	Last date for master's candidates to submit signed and approved copies of M.A. theses for August 2020 graduation

A Quick Guide to Your First Year in the M.A. Program

What should you do *before* school starts?

- **Send or turn in your Advising Questionnaire sheet to the program administrative assistant before August 1st.** You will find this document in the attachments with a link to the online form. This is how you will be assigned an academic adviser in the department.
- **Check this Graduate School web page** (<https://www.bc.edu/bc-web/schools/mcas/graduate/admission/admitted-students.html>), **and this Student Services web page** (<https://www.bc.edu/offices/stserv/gettingstartedgrad.html>).
- If you are an international student, you must register with the **Office of International Students and Scholars** (<https://www.bc.edu/offices/oiss/>).
- **Medical Insurance:** Massachusetts law requires all full-time students to be covered by a health insurance plan. Please read the Students Services information page (<http://www.bc.edu/offices/stserv/financial/medinsurance.html>) and the University Health Services page (<http://www.bc.edu/offices/uhs/services/insurance.html>).
- **Look over the courses offered.** You can find below in the attachments the courses planned for next year in the department, or check the current course offerings on the Philosophy Department website: <https://www.bc.edu/bc-web/schools/mcas/departments/philosophy/courses.html> (see also explanations here: www.bc.edu/offices/stserv/academic/courseinfosched.html). See also “2. Course Selection” under “Other Regulations and Policies,” below. Graduate courses are those that are Level 5500 or above. Classes that meet 3 times a week are 50 minutes, classes that meet 2 times a week are 75 minutes, and courses that meet once a week are generally 140 to 150 minutes.
- For a full-time, 2-year program, it is recommended to take 5 courses each year; so, you probably should register for 2 or 3 courses for the fall semester; and for 3 or 2 next spring.
- **Register for Classes** (see “4. Registration” and “5. Cross-Registration” in the “Other Procedures and Regulations” section, below).
- **Come to Campus:** As soon as you can, come to campus to get your Eagle One ID card (instructions [<http://www.bc.edu/content/bc/offices/id/about.html>]).
- **Stop by the Philosophy Department:** The graduate program assistant works on an academic year schedule from mid-August to mid-June on the third floor of the north wing of Stokes Hall. Please stop in anytime on or after 8/18/19.
- **Make sure to attend the orientation meeting** in the first week of class on Thursday, August 29th at 10:30 a.m. in Stokes Hall N203.
- **Get in touch with your academic adviser** as soon as you have been notified to whom you have been assigned.

Who should you talk to if you have any questions?

Don't hesitate to ask even the most basic questions. There are several people who you can get in touch with as you get ready for your first year.

- The program administrative assistant can usually answer questions about registering for classes or any administrative problem. Even if he/she can't answer your question, he/she usually knows who can. (From June 7-August 19 please email sarah.smith.13@bc.edu for contact information).
- The graduate program director or the M.A. coordinator can answer questions about coursework content, requirements, exams, or the program in general.
- The student organizations: the M.A. Council, and the Philosophy Graduate Student Association (which federates both M.A. students and Ph.D. students). The program assistant will tell you who the representatives are.
- Your Fellow Students: If you want to talk to your fellow students about living in Boston, advice for choosing courses, or even coffee shop recommendations, they are all happy to help. Christine Rojcewicz (rojcewic@bc.edu) and Juan Rivera Castro (juancarlos1821@gmail.com) have volunteered to be new student liaisons. You can email them with questions, and they can also direct you to other students who might share your philosophical interests or have experience that might be valuable to you.

THE PH.D. PROGRAM

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1. In a nutshell

- Students will choose from a large variety of courses, research, write and defend both a qualifying paper and a dissertation, receive professional development training, gain invaluable teaching experience that will serve them well as they look for faculty positions, and become active members of an academic community through participation in workshops, seminars and conferences.
- Admitted students are generally fully funded by the Morrissey Graduate School of Arts and Sciences.
- Doctoral students are expected to pursue the degree on a full-time basis.
- Students entering the program without an M.A. earn that degree on their way to the Ph.D.

2. Funding

- Doctoral students are generally admitted with financial aid from the Morrissey College of Arts and Sciences Graduate School for a total of 5 years (4 years for students who already have a philosophy M.A. when they enter the program¹), in the form of: 1. Remission of tuition for required courses; 2. A stipend in return for working as research assistant and teaching assistant/fellow; 3. A University Fellowship in the last year for dissertation work; 4. Fully covered medical insurance (please note that after their final year of funding until the time they graduate, students are responsible for the cost of their health insurance).
- Students with sufficient external institutional funding (for example, a Fulbright grant) may be considered for admission in the program in addition to the students funded by the Graduate School. No self-funded student can be admitted.
- For the academic year 2019-2020, stipends for research assistants are \$22,600 and stipends for teaching assistants and fellows average \$22,900.
- Graduate students who receive these fellowships or assistantships may not be employed elsewhere without the program director's, the chair person's, and the dean's approval.
- By Graduate School policy, graduate students may not receive university financial aid (stipends and/or tuition scholarships) from two schools or departments simultaneously.

2.1. Research Assistantship

- In their first year, doctoral students work as research assistants to earn a stipend.
- Research assistants are responsible for a total of up to 20 hours per week of service to faculty members of the Philosophy Department. This responsibility begins on the first day of classes for each semester, and ends on the last day of classes for each semester.
- The assignment may change from the fall semester to the spring semester. The required 20 hours are usually divided among two or more faculty members. All the persons involved should establish together a schedule for the student's service. The time spent for this is work time for the student. In case of difficulties, the student may request the program director's mediation.

¹ The year numbers for the students who already have an M.A. will hereafter be preceded by an asterisk (for instance: *4 or *4th, *3 or *3rd, etc.), as opposed to those for the students who enter the program without an M.A.

- Students are exempt from working over the Christmas, spring, and Easter breaks, unless, by agreement with a particular faculty member, his/her hour are redistributed from the expected amount during the semester so as to extend into a break period. This arrangement should be agreed upon at least 3 weeks before the break. Any prior travel plans that the student has already made for the break ought to be respected. In case of difficulties, the student may request the program director's mediation.
- Each student is to maintain a careful record of time committed each week, to each faculty member. On a monthly basis, faculty members should sign this record, whereupon the student will deliver it to the program director. Every sort of required activity should be recorded, whether it is research, editing, organizational support, or mandatory attendance at the faculty member's courses (i.e., attendance at courses the student is not already taking for credit as part of his/her own program of studies). Research assistants cannot be asked to grade. In case of difficulties, the student may request the program director's mediation.

2.2. Teaching Fellowship

- After their first year, doctoral students, building on the pedagogical techniques acquired through the teaching seminar (see below), become teaching fellows or assistants to earn their stipend, while they continue taking classes. Either they begin right away to teach their own class in full responsibility, or they serve first as teaching assistant in year 2, in which case they teach their class in full responsibility from year 3 on.
- The class they teach in full responsibility is the yearlong undergraduate core curriculum course Philosophy of the Person (Philosophy of the Person I in the fall semester, and Philosophy of the Person II in the spring semester). The course description is currently as follows:
 "This course introduces undergraduate students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts and from a range of approaches and methods. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice."
 See the course reading list in the reading list for the preliminary comprehensive exam (cf. section 5.5, below), in the attachments.
- Teaching fellows must comply with the policies defined by Boston College and the department regarding class cancellations, grading, students in distress, discriminatory harassment, consensual relationships, students' privacy, students with disabilities. See attachment at the end of this handbook: "Philosophy Department Teaching Policies and Resources."
- A teaching fellowship is guaranteed only during the funded years in the program (5 or 4). After the last funded year (university fellowship; see below), if the students have not yet completed the degree, they are not assured to be able to teach in the department.

2.3. University Fellowship

- The final funded year (5th or *4th) of the students funded by the Morrissey College Graduate School is fully funded without any duty other than concentrated work on the dissertation.

- In order to receive this funding, a student must have completed the two parts of his/her doctoral comprehensive examination in the academic year that precedes the University Fellowship year. By the end of that academic year, the program director must have received the proposal for the dissertation project, the name of the supervisor and the second reader of the dissertation committee, and the completed ballot of the doctoral comprehensive examination (see below, paragraph 5.6.)

3. Advisement

- New doctoral students have the faculty member(s) whom they are assigned to as research assistant for their academic adviser. In the following years, students may request to have one adviser of their choice, until they have found a dissertation supervisor, who will be and remain their academic adviser. Requests will be fulfilled to the extent it is possible; but in any case, each student must have an adviser.
- Students are urged to be proactive and get in touch often with their adviser(s) about the courses they should take, their progress in the program, the different exams, their research program, their publication projects, their plans for the future, and any difficulty they encounter. They should also talk from time to time with the program director.

4. Standing

- The students must be in good standing regarding their assistantship and teaching duties, when applicable, and regarding their progress towards the completion of the degree with respect to the requirements listed below (paragraph 5).
- By graduate school policy, students in degree programs must register each semester until they graduate. If, temporarily, they cannot attend the program, they should apply for a leave of absence with the dean of the Morrissey Graduate School.
- At the end of each year until completion of the degree, each student must turn in a written report on his/her activities and progress. The adviser(s) or dissertation supervisor (and second reader when applicable) adds comments and send the report to the graduate program director. See the form in the attachments at the end of the handbook.
- All teaching fellows will be observed and evaluated in their classroom by a faculty member. The teaching evaluation will be added to their dossier. The visits are organized by the teaching seminar instructor.
- Student progress will be evaluated by the program director in consultation with the department chair based on the following criteria: 1. Progress in the coursework; progress toward passing preliminary comprehensive exam or doctoral comprehensive exam, or progress in writing their dissertation. 2. Comments from the adviser(s). 3. Teaching evaluations, when applicable. Upon completion of the review, students will receive either a Satisfactory, Pass with concerns, or Unsatisfactory notification.
- Any student who accumulates in his/her course work two (2) or more Incompletes that have converted to F (see “Incompletes” in the “Other Procedures and Regulations” section, below), and/or two (2) or more grades of C or less, will automatically be regarded as making unsatisfactory progress.

- By Graduate School policy, students are expected to maintain a minimum cumulative average of 3.0.
- Any student whose evaluation is “Unsatisfactory” or “Pass with concerns” must meet immediately with the program director to assess the situation.
- Any student can be removed from the program after receiving the evaluation “Unsatisfactory” for two years.
- By Graduate School policy, funding “may be discontinued by the department or the Graduate School at any time during an academic year if, either the academic performance or the in-service assistance is of an unsatisfactory character” (<https://www.bc.edu/bc-web/schools/mcas/graduate/admission/financial-aid.html>).

5. Requirements for the Ph.D. degree

- 48 credits of philosophy course work (16 courses)
- Professional development curriculum
- Proficiency in logic
- Proficiency in two foreign languages
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation and oral defense of the dissertation.

5.1. Course Work

- The total course work required for the Ph.D. is 16 philosophy graduate courses (48 credits).
- Students entering the program with an M.A. in philosophy may be given 6 credits, and can receive a waiver for up to 6 philosophy graduate courses, but must take a minimum of 10 courses (30 credits) in the program. See also “7. Transfer of Credit,” in the “Other Procedures and Regulations” section, below.
- Students may ask faculty to offer Reading and Research Courses (PHIL7799). See “3. Reading and Research” in the “Other Procedures and Regulations” section, below.
- Students may register for some courses in other departments. See “5. Cross-Registration” in the “Other Procedures and Regulations” section, below.

5.2. Professional Development Curriculum

- In addition to the course work, doctoral students must take the Professional Development Curriculum, which comprises the Teaching Seminar, the Introduction to Graduate Studies and to Research module, the Writing Seminar, the Job Search Preparation module. None of these components count toward the requirement of 16 courses (48 credits).

5.2.1. Teaching Seminar

- To provide Ph.D. students with the requisite pedagogical instruction and supervision, the department requires first-year and second-year Ph.D. students who will become or are teaching fellows or assistants to participate for four semesters in the teaching seminar. This seminar should be taken during the academic year before the first year of teaching and during the first year of teaching (i.e., generally the first two years of the program).
- This seminar addresses such issues as preparation of syllabi and exam schedules, fundamentals of the art of teaching, grading, and advising. Each student presents a sample syllabus, which is discussed by the group.
- Students can also earn a complementary certificate by participating in the activities of the university Center for Teaching Excellence.

5.2.2. Introduction to Graduate Studies and to Research

- From their first year on and until they have passed the doctoral comprehensive exam, students participate in various workshops for this module. Their content and the students who are concerned by each of them are announced at the beginning of each semester.
- The topics include, on a rolling basis: How to survive grad school, Presentation of the library resources and of writing tools, How to plan a research, Clear writing practices, Introduction to the publishing process, Directions in research, How to write a dissertation proposal, etc.
- By graduate school policy, students must also attend a few meetings for a Research and Scholarship Integrity Program organized by the university.

5.2.3. Writing Seminar

- From their 2nd to their 4th (*3rd) year, students participate in the Writing Seminar. (Students in their 1st year and after the 4th [*3rd] year are welcome to attend too.)
- The seminar aims at providing help for the writing of a qualifying paper in view of the doctoral comprehensive examination (see below), for the improvement of papers in view of publication in a journal or other venues, and for the preparation of writing samples in view of future applications. The seminar is convened as needed, i.e. when materials are submitted.

5.2.4. Job Search Preparation

- In their 5th (*4th) year and beyond, students participate in meetings for this module as they are announced.
- The module prepares students to apply for academic positions. Topics include: search strategies, how to prepare an application file, mock interviews, preparation to job talks, etc.

5.3. Proficiency in Logic

- The Ph.D. students must demonstrate proficiency in logic by passing PHIL5577 Symbolic Logic with a grade of “B” or better, or by attaining a score of 80% or better on the Logic Proficiency Examination, or by showing evidence of comparable prior course work. Contact Prof. Richard Atkins about the two last possibilities. See “Logic Guidelines” in the attachments at the end of the handbook. The requirement must have been satisfied by the end of the second year in the program.
- PL5577 may count towards the requirement of 16 courses.

5.4. Language Proficiency

- The Ph.D. student must demonstrate proficiency in two foreign languages of their choice. These languages should be relevant to their research work (qualifying paper and/or dissertation). They are to be discussed, well ahead of the doctoral comprehensive examination year, with the (potential) dissertation supervisor and/or (potential) qualifying paper supervisor, or the academic adviser.
- If two languages other than English are necessary for reading primary sources, no other language is required. If only one language other than English is necessary for the primary sources, then one additional language other than English, in which relevant scholarship is published, is required. If all the primary sources are originally written in English, then any two languages other than English, in which relevant scholarship is published, are required. In all these cases, a required language other than English may be a student's native language, provided that the student has beforehand formally studied in this language at high school level or higher.
- Proficiency in the required languages can be demonstrated by: 1. having received a grade of "B" or better in two semesters of a language class at the elementary college level or one semester at the intermediate college level, or 2. receiving the grade of "B" or better in a language class for graduate students at Boston College, or 3. depending on the language, passing the department's own language examination. If a required language is a native language for the student, no class or test is necessary, after validation by the program director.
- The requirement of the first language should be fulfilled before beginning the 3rd (*2nd) year of study at Boston College.
- Both language requirements must be fulfilled before taking the Doctoral Comprehensive Examination.
- Students can take language courses at Boston College for free. Please see "Support for Language Study" in the "Other Resources" section, below, and consult the program administrative assistant. Language courses do not count towards the philosophy coursework requirement.

5.5. Preliminary Comprehensive Examination

- Ph.D. students take the Preliminary Comprehensive Examination at the end of their first year in the program.
- The purpose of this oral examination is to check the students' competence on the materials they will teach in their Philosophy of the Person class. As a consequence, the exam is based on the syllabus the students prepare in the teaching seminar. The students are primarily examined on the works that are in the mandatory list for Philosophy of the Person, and on two 19th-21st century works and two "diversity" works that the students will have chosen in a pre-established list (see the lists in the attachments). Time permitting, the board may also ask about their overall conception of the course (the goals they are trying to achieve, the means they choose, etc.) and on how additional texts the students may have included fit within this conception.
- On the grounds that instructors should know more than what they actually teach, the students will not necessarily be examined only on the exact selection of readings in their syllabus. In

case they choose to teach excerpts of a given work (for instance book I of Plato's *Republic*), they should be knowledgeable, and will be examined, about the whole work, as well as about the general background of the work and the main ideas of the author's philosophy. For the same reason, preference is given in the list to the expanded presentation of a philosophy over its abridgment (for instance, Descartes' *Meditations* over his *Discourse on Method*).

- A failed examination may be retaken only once.

5.6. Doctoral Comprehensive Examination

- The Doctoral Comprehensive Examination is to be taken in the 4th (*3rd) year. Before taking the exam, the students must have completed all the course work requirements, and demonstrated proficiency in two languages and in logic.
- While they take no course, students should register for Doctoral Comprehensives (998.01). No credit is granted by this registration.
- Before taking the exam, it is the responsibility of the students to ask the registrar to send a final transcript of grades to the program administrative assistant.
- The exam comprises two parts: 1. A qualifying paper, 2. A dissertation proposal.

5.6.1. Qualifying Paper

- The qualifying paper is a paper of publishable quality on a systematic question or on an author(s). Ideally, it should correspond to what will become an *Area of Competence* for the candidate (i.e., it is not directly related to the topic of the dissertation, which will become the *Area of Specialization* of the candidate). It may be a course paper that has been improved with the feedback of the instructor. In any case, it must meet the usual standards for academic publications with respect to both the form and the content.
- It should be written at the end of year 3 (*2) and over the summer, under the supervision of a faculty member of the department (who is not necessarily the future dissertation supervisor), and normally defended in the fall semester of year 4 (*3).
- Students are responsible for finding, in consultation with their adviser, the faculty member who will supervise their paper, and for working with him/her to set up the defense (including the list of authors and/or texts – see below.)
- The defense is oral, with a board of three members composed of the paper supervisor, the future supervisor of the dissertation, and another faculty member (or two members if the same person is the paper supervisor and the future dissertation supervisor). All board members must belong to the department faculty.
- The defense is based on the paper and on a reading list of 6 to 10 authors and/or texts from the history of philosophy (as broadly as possible) that raise significant questions or challenges for the thesis of the paper.
- The reading list is to be established ahead of the defense with the paper supervisor, and sent in due time (at least two weeks before the defense), with the paper, to the other board members. The paper, the list, the date of the exam, and the composition of the board, must also be given to the program director.
- The students must pass the examination on the qualifying paper before they can advance to the examination of the dissertation proposal. The first part of the result form must be given to the program director. See the result form in the attachments at the end of the handbook.

- In case the examination of the paper is failed, the paper may be resubmitted after improvement and defended again, only once, and (by Graduate School policy) not sooner than the following semester. The board decides when exactly the paper can be resubmitted and defended again.

5.6.2. Dissertation Proposal

- Students, in consultation with their adviser, are responsible for finding a tenured/tenure-track faculty member of the department who will direct their dissertation, and for working with him/her to write a dissertation proposal first.
- See some advice on what should go into a proposal in the document “Dissertation Proposal Guidelines” in the attachments.
- The dissertation proposal is to be orally examined normally in the spring semester of the 4th (*3rd) year in the program at the latest, no later than May 1st.
- The oral examination board is composed of 3 tenured/tenure-track faculty members, including the dissertation supervisor. Except for the dissertation supervisor, they do not have to be the same persons as for the qualifying paper. The dissertation supervisor must be a tenured/tenure-track member of the department faculty. After approval by the Graduate Committee, one other member may be a tenured/tenure-track faculty member of another department, either within Boston College or outside. The second reader of the dissertation should normally be appointed at that time and be a member of the proposal examination board (see below about the composition of dissertation committees).
- The proposal, the composition of the board, and the date must be given ahead to the graduate program director.
- A failed examination may be retaken once and once only, and (by Graduate School policy) not sooner than the following semester.

5.6.3. Final Result

- At the end of the examination of the dissertation proposal, the second part of the result form *and* the synthesis for the registrar must be filled, and given to the graduate program director. See the result form in the attachments.
- In the synthesis for the registrar, the decision “Passed with distinction” shall result from “Passed with distinction” in each of the two parts of the examination; “Passed” shall result from “Passed” in one of the parts and “Passed with distinction” in the other, or from “Passed” in both; “Failed” shall result from “Failed” in one or both of the parts.
- A student attains the status of a doctoral candidate by passing the doctoral comprehensive exam. By Graduate School policy, doctoral candidates are required to register for Doctoral Continuation, Phil999901, each semester until completion of the dissertation.

5.7. Dissertation

- The Ph.D. students are expected to complete a dissertation which embodies original and independent research and which demonstrates advanced scholarly achievement. The research must be carried out and the dissertation written under the direction of a tenured/tenure-track faculty from the Philosophy Department. The dissertation must correspond to the proposal that constituted part of the doctoral comprehensive examination. The students must have passed that examination in order to submit a dissertation.

- With the approval of the dissertation supervisor, chapters or parts of the dissertation, as and when they are completed, should be given for supplementary feedback to the second reader, who has been appointed at the time of the doctoral comprehensive examination (see also below about the composition of dissertation committees.)
- The typescript of the dissertation must be prepared according to a recognized manual of style (e.g., the MLA) and to the formal specifications of the Morrissey Graduate School (see the dissertation checklist page -- <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/dissertation-checklist.html> -- and use the template downloadable on that page).

5.8. Dissertation Defense

- The dissertations are defended in a public oral examination. A defense committee should include at a minimum: 1. The dissertation supervisor, who must be a tenured or tenure-track member of the department; 2. The second reader, who has been appointed for the Doctoral Comprehensive Examination and involved in the writing of the dissertation, and who may be external to the department; 3. A third reader, who must be a tenured or tenure-track member of the department if the second reader is not, and may be external if the second reader is a tenured or tenure-track member of the department; 4. The department chair person, who serves *ex officio* as chair of the defense committee in view of moderating the debate (exception is made when the department chair also is supervisor, second reader or third reader.) The department strongly encourages the enlistment of one person from outside the university, selected with the approval of the dissertation supervisor and the graduate committee.
- Well ahead of the defense date, the candidate must fill the form “Ph.D. Dissertation Defense Preparation” (see in the attachments) and have it signed step by step, in the order indicated. The composition of the committee (first page of the form) must be approved and filed with the dean’s office by the program director.
- The defense cannot take place earlier than 30 days after a copy of the completed dissertation, approved by the supervisor and the second reader (second page of the form), has been given to the program administrative assistant and made available to anybody in the department. The date of the defense must be approved by the program director.
- The candidate must also give the program administrative assistant an abstract of the dissertation with the names of the dissertation supervisor and the readers (if a reader is outside the department, identify other Boston College department or the reader’s university). The administrative assistant will send it to everybody in the department with the date and place of the defense.
- Three copies of the “Signature Page” (see the form in the attachments) must be prepared for the day of the defense. The committee members will sign each of them after the dissertation has been successfully defended. Two original, hard copies must be transmitted to the Graduate School, and one given to the program administrative assistant. By university policy, no photocopies or scanned copies, only the three original hard copies are acceptable. If a committee member has participated in the defense by audio or video transmission, the three original hard copies must be sent to her or him by mail for signature and returned by mail.
- After the defense, and after making corrections if the examiners asked for any, a definitive *printed* copy of the dissertation must be left with the program administrative assistant.

- It is also the responsibility of the candidate to comply with the other regulations of the Morrissey Graduate School and with the requirements of the University registrar, including the electronic submission of the dissertation (after correcting it if asked by the defense board). See the instructions on <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/dissertation-checklist.html>.

6. Time Limit

- By Graduate School policy, all requirements for the doctorate must be completed within 8 consecutive years from the beginning of doctoral studies (whether the student entered with an M.A. or not).
- After the final year of funding (year 5 or *4), students who have not finished their dissertation are said to be on “doctoral continuation.” They must register each semester as such.
- Extensions beyond the limit of 8 years may be granted only on departmental recommendation and approval of the dean of the Morrissey Graduate School of Arts and Sciences.
- Students may be granted a leave of absence, subjected to certain conditions. See the Graduate School policy (<http://www.bc.edu/bc-web/schools/mcas/graduate/current-students/policies-and-procedures.html>).
- When a student has left the program without completing the degree and asks to be readmitted to defend a Ph.D. dissertation, the graduate committee must examine the request on the basis of a statement of the dissertation supervisor certifying that he/she has been advising informally the student on the dissertation for at least one year before the date of the request. Before the defense is definitively authorized, the second reader must read and approve the dissertation. The defense committee will be constituted as specified above.

7. Morrissey Graduate School Regulations

- In addition, please visit the Graduate School website and review the general academic policies and procedures and the specific regulations for the doctoral programs (www.bc.edu/bc-web/schools/mcas/graduate/current-students/policies-and-procedures.html).

8. Important dates from the Office of Student Services for 2019–2020

August 26	Classes begin
September 4	Last date for grad students to drop or add classes online
October 1	Last date to file on-line for December graduation
December 2	Last date to turn in Ph.D. dissertation for December 2019 graduation
January 13	Spring semester classes begin
January 22	Last date for grad students to drop or add classes online
February 3	Last date to file on-line for May, 2020 graduation
March 29	Last date to turn in Ph.D. dissertation for May graduation
Week of May 18	Preliminary Comprehensive Examinations (tentatively, May 20)
August 3	Last date for master’s and doctoral candidates to submit signed and approved copies of theses and dissertations for August 2020 graduation

Ph.D. Program Timetable

Year 1

Coursework

- Remember that you have 16 courses to take in the total (10 if you enter with an M.A.). As you will be teaching next year, it is advisable to take three courses each semester this year.
- It will be useful to choose courses that will help you prepare for your preliminary comprehensive examination at the end of the year.
- In addition to your courses, you must take the Teaching Seminar each semester and participate in various other meetings for the Professional Development Curriculum.

Research Assistantship

- If you are funded by the Graduate School, you will be assigned to faculty members (generally two each semester), for whom you will work up to 20 hours per week from the beginning of the term until the beginning of exam week.

Preliminary Comprehensive Examination

- It is a good idea to begin studying as early in the year as possible.
- You may wish to form a study group.
- The examination takes place after commencement in May [this is currently under review].
- You must pass the exam prior to teaching in your second year.

Languages

- If you do not already have your language requirements fulfilled, you should begin taking a language course(s) during your first year or during the summer between years 1 and 2. The requirement of the first language should be fulfilled before the beginning of year 3 (*2).

Year 2²

Coursework

- It is advisable to take on average at least two courses each semester. If you came into the program with an M.A., you should finish your course work this year.
- Continue attending the Teaching Seminar each semester and participate in various other meetings for the Professional Development Curriculum.

² If you came into the program with an M.A. in philosophy, skip to Year 3, which corresponds to your second year, and so on for the remainder of the years (an asterisk will precede the number).

- If you haven't yet met the logic requirement, you should take Symbolic Logic during this year, or study for the departmental exam.

Teaching Fellowship

- If you are funded by the Graduate School, you will serve as teaching assistant, or teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you haven't fulfilled your language requirements, think about taking a language course during the year or in the summer between your second and third year. The requirement for one language should be completed before beginning 3rd (*2nd) year.

Year 3 (*2)

Coursework

- You should finish your coursework this year. Students who entered the program without an M.A. will generally need to take 3 courses each semester. Students who came with an M.A. will generally take 2 courses each semester, if they have taken 6 in year 1 and have received credit for 6 courses in their M.A.
- Consider taking courses the papers for which may help you narrow in on a qualifying paper topic and a dissertation topic.
- If you have not met your logic requirement, you must either take Symbolic Logic or study for and take the department's logic examination Symbolic Logic this year.

Teaching

- If you are funded by the Graduate School, you will teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you have not met your second language requirement, you should do so this year or during the summer after.

Doctoral Comprehensive Examination

- You should start thinking about your doctoral comprehensive exam next year. In the first semester, talk with your adviser about finding a qualifying paper topic and supervisor, and a dissertation topic and supervisor. Both supervisors must be chosen within the department faculty (the dissertation supervisor must be a tenured/tenure-track member).
- By the end of the second semester, you should have a dissertation supervisor, and you should start talking with her/him about your dissertation proposal.

- By the end of the second semester, you should have a qualifying paper supervisor and you should start preparing the paper and the reading list, and talk look for a date and examiners for the defense next fall.

Year 4 (*3)

Teaching

- If you are funded by the Graduate School, you will teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you have not met all your language requirements, you must do so prior to taking your doctoral comprehensive examination, in the summer before the fall semester starts.

Doctoral Comprehensive Examination

- Before the beginning of the fall semester, you should finalize your qualifying paper and study of the reading list, and should have your board and your examination date (early fall) all set up. Send the paper and the reading list to the board members and to the graduate program director well in advance (at least 2 weeks).
- During the rest of the fall semester, you should write your dissertation proposal and schedule its defense in the spring semester.

Towards the dissertation

- In order to have your final year free of teaching duties, you must have finished all your course work, language, and logic requirements, and pass your doctoral comprehensive examinations, which include your dissertation proposal, no later than May 1st.

Year 5 (*4), a.k.a. University Fellowship if you are funded by the Graduate School

- Nothing left to do but write your dissertation, and begin participating in Job Search Preparation.
- *Keep in mind that it is not 100% certain that you will get adjunct teaching after your final year of funding. In general, the department is able to offer at least the teaching of one course per semester to students in good standing. But there is no absolute guarantee, and, anyway, it is better to finish your dissertation during your last funded year.*

A Quick Guide to Your First Year in the Ph.D. Program

What should you do *before* school begins?

- **Turn in your advising sheet to the program administrative assistant by August 1st.** You will find this document in the attachments. This is how you will be assigned academic adviser(s) in the department and how your info page will be created on the department website.
- **Check this Graduate School web page** (<https://www.bc.edu/bc-web/schools/mcas/graduate/admission/admitted-students.html>), **and the Student Services web page** (<https://www.bc.edu/offices/stserv/gettingstartedgrad.html>).
- If you are an **international student**, you must register with the Office of International Students and Scholars (<https://www.bc.edu/offices/oiss/>).
- **Medical Insurance:** Massachusetts law requires all full-time students to be covered by a health insurance plan. Please read the Students Services information page (<http://www.bc.edu/offices/stserv/financial/medinsurance.html>) and the University Health Services page (<http://www.bc.edu/offices/uhs/services/insurance.html>). If you are not funded by the Morrissey College Graduate School, the details of your coverage must have been discussed beforehand with the associate dean of admissions.
- **Look over the courses offered.** You can find below in the attachments the courses planned for next year in the department, or check the University Catalog (http://www.bc.edu/offices/stserv/academic/univcat/grad_catalog/grad_cas.html) or the “Course Information and Schedule” in My Services (see explanations here, www.bc.edu/offices/stserv/academic/courseinfosched.html). See also “2. Course Selection” under the “Other Regulations and Policies” section, below. Graduate courses are those that are Level 5500 or above. Classes that meet 3 times a week are 50 minutes, classes that meet 2 times a week are 75 minutes, and courses that meet once a week are generally 140 to 150 minutes.
- Think about which courses might help you supplement any areas in preparation for the preliminary comprehensive examination at the end of the year.
- **Register for 3 Classes** at least two weeks before classes start to ensure that your funding and financial aid are processed quickly (see “4. Registration” and “5. Cross-Registration” in the “Other Procedures and Regulations” section, below).
- **Register for the mandatory Teaching Seminar** along with your regular courses, if you receive BC funding and will teach in the program (other students are advised to take the seminar anyway).
- **Come to campus** as soon as you can to get your Eagle One ID card (instructions [<http://www.bc.edu/content/bc/offices/id/about.html>]).
- **Stop by the Philosophy Department** to check in with the graduate program administrative assistant on the third floor of the north wing of Stokes Hall. He/she will show you your cubicle, the department mailboxes, and how to use the photocopiers.
- **Get in touch with** the faculty member(s) for whom you are **research assistants** and who also are **your academic adviser(s)**.
- **Make sure to attend the orientation meeting** in the first week of class (to be announced).

What will you be doing your first year in the department?

- Take 6 courses, three each semester.
- Take the Teaching Seminar and attend some of the Professional Development meetings.
- Serve as research assistant if you receive funding from BC.
- Study for and take the Preliminary Comprehensive Exam.

Who should you talk to if you have any questions?

Don't hesitate to ask even the most basic questions. There are several people who you can get in touch with as you get ready for your first year.

- The program administrative assistant can usually answer questions about registering for classes or any administrative problem. Even if he/she can't answer your question, he/she usually knows who can.
- The graduate program director can answer questions about coursework content, requirements, exams, or the program in general.
- The student organizations: the Ph.D. Council, and the Philosophy Graduate Student Association (which federates both M.A. students and Ph.D. students). The program assistant will tell you who the representatives are.
- Your fellow students: If you want to talk to your fellow Ph.D. students about living in Boston, advice for choosing courses, or even coffee shop recommendations, they are all happy to help. Magnus Ferguson (fergusmf@bc.edu), Christine Rojcewicz (rojcewic@bc.edu) and Lydia Winn (winnl@bc.edu) have volunteered to be new student liaisons. You can email them with questions, and they can also direct you to other students who might share your philosophical interests or have experience that might be valuable to you.

OTHER PROCEDURES AND REGULATIONS OF THE M.A. AND THE PH.D. PROGRAMS

1. Morrissey Graduate School of Arts and Sciences

- Students would do well to familiarize themselves with the General Regulations of the Graduate School, which are found in the *Boston College Catalog* or on <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/policies-and-procedures.html>.
- The Morrissey Graduate School Office is located in Gasson 108C. Associate Dean Candace Hetzner is ready to be of assistance to graduate students.

2. Course Selection

- Near-final listings of course offerings are available from the department in April (for the following fall) and November (for the following spring). Students can find full course listings by clicking “Course Information and Schedule” in My Services, or in the University Catalog (http://www.bc.edu/offices/stserv/academic/univcat/grad_catalog/grad_cas.html).
- If you can, consult with a faculty adviser before finalizing your selection. Graduate courses outside the department and not cross-listed must be approved by the program director.
- Students should register two weeks before the classes begin to insure financial aid processing. However, students are encouraged to attend initial meetings of any number of courses in which they might be interested before making a final determination. Graduate students generally have two weeks to change courses.

3. Reading and Research Courses

- Graduate students may ask faculty to offer Reading and Research Courses (PHIL7799) on an individual or small group basis on topics not covered in current course offerings. Such requests are more likely to elicit positive responses if they are made well in advance and if they advance the faculty member’s own research interests.
- The student should begin by securing the agreement of the faculty member in question, and then talk to the program administrative assistant, who will create a section number and an index number for the course.

4. Registration

- Graduate students in degree programs must register each semester until they graduate. If, temporarily, they cannot attend the program, they should apply for a leave of absence with the dean of the Morrissey Graduate School.
- For instructions on how to register, see:
www.bc.edu/offices/stserv/academic/registration/registrationandschedulinginfo.html#graduate_registration

<https://www.bc.edu/offices/stserv/academic/registration.html>
<https://www.bc.edu/offices/stserv/academic/students/uviewplus.html>

- When possible, the department may approve overrides for graduate students who desire to register for courses marked “Closed.”
- Regular graduate student registration continues through the seventh day of classes; after that date, students have to follow the procedures for late registration.
- It is the responsibility of students to identify and correct any errors in their registrations.

5. Cross-Registration

- If similar courses are not offered at Boston College at any time during the academic year, students may cross-register for one course each fall and spring semester in the philosophy departments of Boston University, Brandeis University, and Tufts University, with which BC has a consortium agreement.
- With permission of the program director, students may also take graduate courses relevant to philosophy offered 1. As “UNAS” graduate courses (#5000 and above) or in other departments at Boston College, e.g., Political Science, Theology; 2. By application, in The Graduate Consortium in Women's Studies (<http://web.mit.edu/GCWS/index.html>) and in the Boston Theological Institute if similar courses are not offered at Boston College at any time during the academic year (see <http://www.bc.edu/offices/stserv/academic/crossreg.html> - consort).
- The necessary forms for cross-registration can be picked up from the Office of Student Services in Lyons Hall.

6. Tuition Remission

- All students may take language courses at Boston College at a reduced rate of tuition, either during the academic year or during summers. Please see “Support for Language Study” in the “Other Resources” section, below, and consult the program administrative assistant.
- Students who receive a tuition remission are expected to notify the department and the graduate school immediately if they drop a course for which they have applied tuition remission.

7. Transfer of Credit

- Credits received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.
- Transfer of Credit forms, which are available in the department office, should be submitted to the graduate program director for approval, together with an official transcript.

8. Grading

- In each course in which a student is registered for graduate credit, the student will receive one of the following grades: A, A-, B+, B, B-, C, F, W, J, U, P, or I.

- The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is given for work that is unsatisfactory.
- A student who has not completed the research or written assignment for a course taken in the fall or spring semester, or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I) (see paragraph 10, below).
- The grade J is recorded when the grade is deferred. A faculty member may assign this grade only for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.
- The letter U is recorded for ungraded courses such as doctoral continuation.
- Graduate students who withdraw from a course after the drop/add period (first seven days of the semester) will have a “W” recorded in the grade column of their academic record.

9. Incompletes

- All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive an Incomplete (I).
- Incomplete courses are expected to be completed by the sixth week of the following semester.
- By the decision of the Educational Policy Committee of the Morrissey Graduate School of Arts and Sciences, an Incomplete that is not completed by the sixth week of the following semester (March 1 for the fall, August 1 for the spring, and October 1 for the summer) will be automatically changed to an F, unless the faculty member involved assigns another grade.
- Students with three or more F’s will be barred from registration for further courses.
- Delay in the completion of Incompletes may be taken as an indication that a student is not maintaining satisfactory progress in the graduate program and may jeopardize a student's financial aid and standing in the program.

10. M.A. Degree for the Doctoral Students

- The doctoral students who entered the program without an M.A. and have fulfilled all the requirements for the Master’s degree, **must** apply to the Morrissey Graduate School and Student Services for their Master’s degree to be registered with the university.

11. Graduation

- To graduate, a student has to sign up for graduation. Students can sign up on line through U-View.

RESOURCES FOR THE M.A. AND THE Ph.D. STUDENTS

1. FINANCIAL ASSISTANCE

1.1. Financial Aid

Information on this web page: <https://www.bc.edu/offices/stserv/financial/finaid/grad.html>. The Financial Aid Office is located in Lyons Hall.

1.2. Graduate Assistantships and Employment Opportunities

There are some employment and assistantship opportunities at Boston College for students without department funding. Positions available are listed on the Graduate School's website (<http://www.bc.edu/offices/gsc/students/assistantships.html>). See also this web page (<https://www.bc.edu/offices/stserv/financial/studemploy.html>).

1.3. The Office of Sponsored Programs assists both faculty and graduate students in finding sources of external funding for their projects, and provides advice in the development of proposals. The Office of Sponsored Programs maintains a reference library of publications from both the public sector and the private sector listing funding sources for sponsored projects. The Office of Sponsored Programs is located at 31 Lawrence Avenue. For more information, please contact the Office directly. See also this web page: <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/research-funding.html>.

1.4. Travel to Scholarly Conferences: Funds are available to assist graduate students who deliver papers at scholarly conferences. For further information, please consult the Associate Dean for Academic Affairs of the Morrissey Graduate School of Arts and Sciences, this Graduate School information page: <https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/policies-and-procedures.html>, and the Graduate Student Association page (http://www.bc.edu/offices/gsc/graduate_student_association.html).

1.5. Lonergan Fellowships: In recent years some financial aid and tuition remission has been available to assist graduate students specializing in the thought of Bernard Lonergan. For further information please consult Prof. Patrick Byrne.

1.6. Dissertation Fellowships: A year-long fellowship for Ph.D. students who are finishing their dissertations after their final regular funded year is awarded competitively by the Morrissey Graduate School. The criteria are excellence of the project and the likelihood of completion within one year.

1.7. Teaching Excellence Awards: The Morrissey Graduate School of Arts and Sciences sponsors a program of awards in the amount of \$600 each to recognize and reward excellent teaching on the part of Teaching Fellows.

2. LANGUAGE STUDY

The Morrissey Graduate School of Arts and Sciences helps graduate students (Ph.D. and M.A.) to take languages courses—either regular courses during the academic year (two successive semesters at elementary level or one semester at intermediate level), or intensive summer courses (Greek is not offered during the summer, though). Funded students may take these courses at no cost for up to two languages; other students may do so for the cost of one instead of three credit hours per semester. Students have to file a Credit Variation Form for each session. For details, please consult the program administrative assistant. Language courses do not count towards the philosophy coursework requirement.

3. PLACEMENT SUPPORT

3.1. For M.A. Students: The department provides assistance to M.A. students seeking admission to Ph.D. programs. The graduate writing seminar in the department is open to the M.A. students in view of improving writing samples. Each year the department also hosts a faculty panel for M.A. students applying to doctoral programs. Drawing upon their personal experiences, each faculty member discusses elements of the application process. Academic advisers also offer specific feedback on draft personal statements, selection of writing samples, etc.

3.2. For Ph.D. Students: The department provides assistance to doctoral students applying for academic positions in several forms. The placement officer works with each student individually to enhance their applications. In addition to offering extensive information about the elements of an academic dossier, the placement officer hosts faculty panel sessions on compiling a strong dossier and interview techniques. Students also receive personal feedback on all the elements of their dossier from the placement officer and other faculty. The department conducts mock interviews, involving several faculty members, for both video and on-campus interviews.

3.3. Career Center: The Career Center (www.bc.edu/offices/careers/) works with graduate students to explore a wide variety of career fields. It helps them reflecting on the types of experiences, skillsets, and strengths they develop, and it connects their skills and interests to careers in a number of industries, well beyond the areas that many humanities graduate students consider “typical.” Beyond this exploration phase, the Career Center actively works with graduate students on the technical aspects of their career development and job search: crafting academic and non-academic cover letters, writing CVs and resumes (and translating CVs into resumes), and preparing for interviews. When the offers for jobs start rolling in, it can work with graduate students to evaluate and pursue the best, and most meaningful, opportunity. All graduate students can make a 30-minute appointment with a career coach on EagleLink (www.bc.edu/offices/careers/jobs/skills.html). The Career Center also hosts drop-ins every day from 11 am to 4pm, where students can get a resume, cover letter, or LinkedIn profile critiqued. Moreover, on EagleLink, graduate students can access job and internship postings for BC students (note: many of these listings value graduate study!) and learn about events and programming on campus, including employer information sessions, workshops, and on-campus interviews (from experience, many of these employers welcome graduate students). If there are immediate questions or concerns, please reach out to Dr. Sal Cipriano at ciprians@bc.edu.

4. PHILOSOPHY DEPARTMENT OFFICE

4.1. Staff: The graduate program administrative assistant is ready to help students with information and sound advice. Please note that she is available on an academic year schedule from August 19th through June 5th.

4.2. Photocopying/FAX/printing facilities: Graduate students have access to photocopy machines and printers for work-related purposes. Large scale copy work should be done at the B.C. Eagle Print.

4.3. Computer Facilities: Doctoral students have a desktop computer in their cubiculum. Other graduate students have access to public computers in the department (Stokes North, 2nd floor) and additional computers in the O'Neill Computing Center. Laser printing is available at either site.

5. LIBRARY RESOURCES

5.1. Boston College Libraries: There are four main libraries on the Chestnut Hill and Brighton campus. On the middle Chestnut Hill campus, the O'Neill library houses the majority of Boston College's holdings and has a lot of study space. The Bapst library houses the art books and has a special study area reserved for graduate students. Its architecture is worth the visit. The Burns library houses the university's special collections (rare and ancient books, etc.). On the Brighton campus, the Theology and Ministry library offers more books and quiet study spaces.

5.2. Boston Library Consortium: The Boston Library Consortium includes the following libraries: Boston College, Boston Public, Boston University, Brandeis, MIT, Northeastern, State Library of Massachusetts, Tufts, University of Massachusetts (Amherst, Boston, Dartmouth, Lowell), and Wellesley College. Students can obtain a consortium library card at the O'Neill reference desk. For User Guide and further information please consult the main reference desk in O'Neill Library.

5.3. Philosophy liaison librarian: In the O'Neill library, Christ Strauber is the philosophy specialist. Do not hesitate to contact him for advice (chris.strauber@bc.edu, 617-552-4447, Room 309). He maintains a Philosophy Portal (<https://libguides.bc.edu/philosophyportal>) to get research started. See also the list of Services for Grad Students (<https://libguides.bc.edu/graduate-students>).

6. CENTERS/INSTITUTES/LECTURES

6.1. The Lonergan Center is dedicated to studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984). It is located on the fourth floor of Bapst Library. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works.

6.2. The Institute of Medieval Philosophy and Theology unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. The focus of the institute is the relationship between medieval philosophy and theology and contemporary philosophy and theology. The institute sponsors lectures, brown bag lunch discussions related to the study of Medieval philosophy and theology. For further information please consult Prof. Stephen Brown stephen.brown.1@bc.edu (Theology), or Professors Eileen Sweeney eileen.sweeney@bc.edu or Jean-Luc Solère solere@bc.edu (Philosophy).

6.3. The Albert J. Fitzgibbons Lecture Series is an endowed lecture series in the philosophy department inaugurated in spring 2008, featuring distinguished philosophers from the U.S. and abroad.

6.4. The Boston Area Colloquium in Ancient Philosophy (BACAP) is a consortium of colleges and universities in Boston, Manchester, NH, and Worcester, sponsoring seminars and lectures in the field of ancient philosophy. For further information please consult Prof. Gary Gurtler, S.J., and Prof. Marina McCoy.

6.5. The Philosophy Forum sponsors sessions for the reading of papers, social events, and other activities of interest to graduate students. Usually one student presents a paper or work in progress to the group. The meeting is generally accompanied by a cocktail hour.

6.6. The Annual Graduate Student Conference takes place in March or April, sponsored by the graduate school and the philosophy department. It is organized by graduate students in the philosophy department. All students are encouraged to get involved in the planning and organization.

6.7. Several other conferences or workshops are also organized by the graduate students, such as the Workshop on Contemporary Philosophy.

7. SCHOLARLY JOURNALS

Loneragan Workshop

Edited by Prof. Frederick Lawrence (Theology)

Method: Journal of Loneragan Studies

Edited by Prof. Patrick Byrne

Philosophy and Social Criticism (formerly Cultural Hermeneutics)

Edited by Prof. David Rasmussen

Proceedings of the Boston Area Colloquium in Ancient Philosophy

Edited by Prof. Gary Gurtler, S.J. and Prof. Daniel Maher

Research in Phenomenology

Edited by Prof. John Sallis

8. GRADUATE LIFE

8.1. The Office of Graduate Student Life (www.bc.edu/offices/gsc.html) lists a number of resources. The Office offers several signature programs of interest, such as a “Dissertation Bootcamp.”

8.2. The Graduate Student Association (GSA) is a college wide organization that sponsors several theme parties throughout the academic year including a barbecue party at the beginning of the year. GSA is located in Murray House (see below).

8.3. The Philosophy Graduate Student Association (PGSA), which includes representatives from the M.A. students along with the Ph.D. Student Council (PSC; see below), is primarily responsible for managing department events and distributing the funds allotted to the students of the department from the Boston College GSA. The treasurer is a member of the PSC (see below). This funding goes towards the Graduate Student Conference, the Contemporary Philosophy Workshop, the Philosophy Forum, and other events and activities.

8.4. The Ph.D. Student Council (PSC) is a group of elected representatives that exists to present the concerns and interests of the doctoral students to the graduate program director and faculty. This council also acts as part of the Philosophy Graduate Student Association. There are six members of the PSC, one representative from each year in addition to a non-voting representative, who also acts as treasurer for the PGSA and may be from any year of the program. Elections are held at the mandatory Ph.D. student meeting during the first few weeks of each Fall term.

8.5. The John Courtney Murray, S. J., Graduate Center is a space exclusively for graduate students, as well as through a wide range of programming developed, implemented, and promoted specifically for and by graduate students. The center is a great place for graduate students from all departments to study, offering several private study rooms, as well as a small computer lab for graduate student use. There is also a kitchen and a lunchroom, as well as a pool table, television room, and a deck with tables and chairs. Graduate students and graduate student organizations - along with BC employees, offices, and departments - are welcome to reserve various areas of the Murray Graduate Student Center as long as their purpose for gathering is graduate student related and/or includes graduate students. The Murray Center is located on Hammond Street across from Carney Hall.

Attachments

For all graduate students:

1. Advisement Questionnaire for the Incoming M.A. and Ph.D. Students
2. Boston College map

For doctoral students:

3. Annual Review of the Doctoral Students
4. Logic Guidelines
5. Preliminary Comprehensive Examination Reading List
6. Dissertation Proposal Guidelines
7. Doctoral Comprehensive Examination Result Forms
8. Ph.D. Dissertation Defense Preparation
9. Dissertation Signature Page
10. Teaching Policies and Resources

ADVISEMENT QUESTIONNAIRE

**Please send back to the graduate program administrative assistant
before August 1st**

The aim of this advisement questionnaire is to assist the graduate program director in knowing your profile and interests and in assigning a suitable academic adviser.

Please fill out and submit the questionnaire using the following link:

https://docs.google.com/forms/d/e/1FAIpQLSeXWXWoCP9n6x9Y9tZ7UghLTIXigi1dX0bfpeZOcgQcXGUq1w/viewform?usp=sf_link

YOUR NAME:

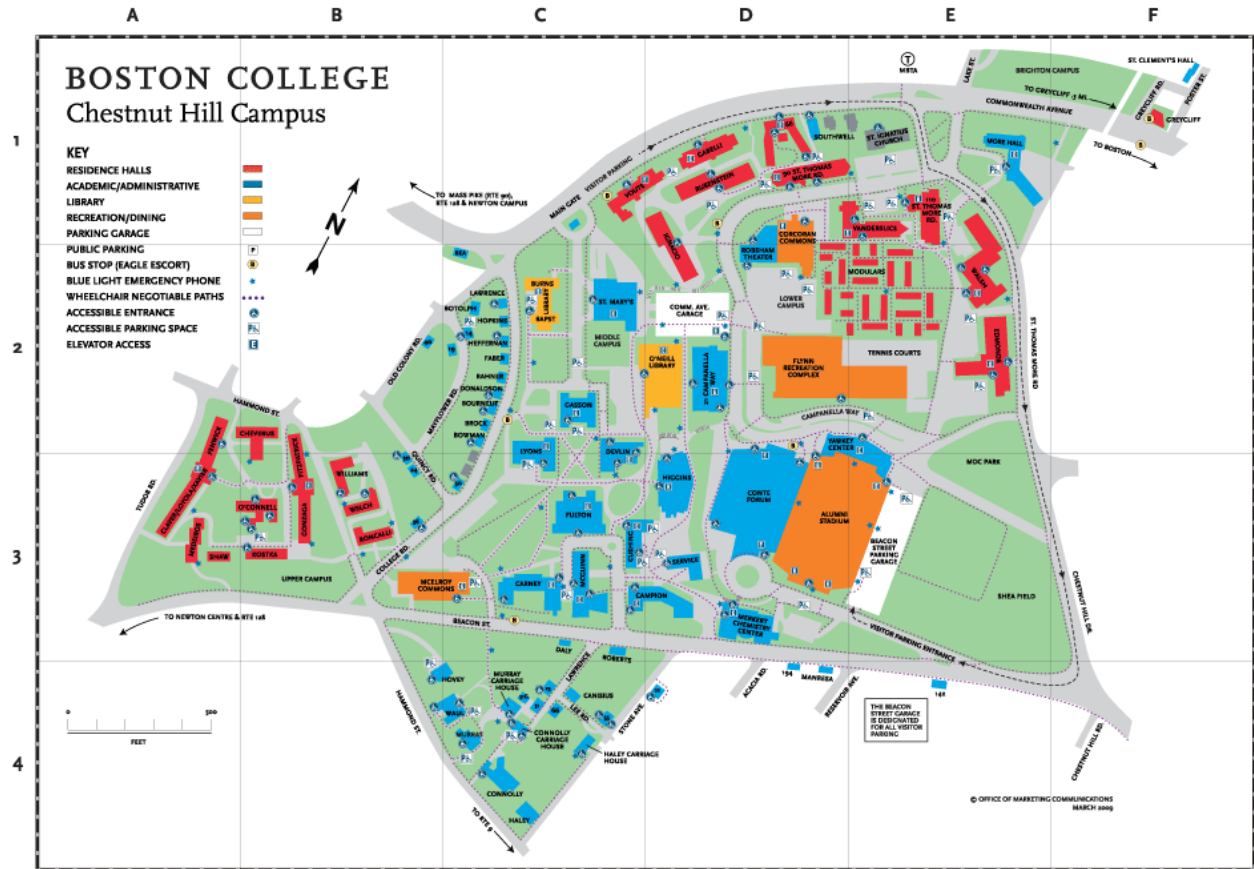
1. Please outline briefly your main intellectual interests as you begin graduate studies in philosophy at Boston College (e.g., medieval philosophy, contemporary continental, philosophy of science, etc.):

2. If you are entering the M.A. program, please outline briefly your long-term goals. In particular, please specify whether you intend to apply to Ph.D. programs or aim at an M.A. as terminal degree.

3. Please outline briefly your background in philosophy and related fields (e.g., languages, history, science, theology).

4. If there are issues that you would like to raise with your adviser, or factors you would like your adviser to take into account, you may wish to outline them here.

Attachment 2



ANNUAL REVIEW OF THE DOCTORAL STUDENTS' PROGRESS

ACADEMIC YEAR -

NAME:

YEAR YOU ENTERED THE PROGRAM:

TOTAL NUMBER OF FUNDED YEARS:

I. – COURSES (*If you have not yet completed the coursework requirements, please list the courses you have taken, from your first year in the program to this year, following the model given below; when you have satisfied the logic and the languages requirement, please also report it. If you are all done and have passed the doctoral comps, no need to report anything, delete the example and just write “Comps passed in ...”.*)

(example)

2016-2017

Title of the course:

Grade:

2017-2018:

Title of the course:

Grade:

etc.

II. – RESEARCH ACTIVITY

1. *Progress toward doctoral comps, or dissertation progress:*

2. *Participation to conferences or workshops, talks, papers published or submitted for publication, etc. (please be specific):*

III. – DEPARTMENTAL ACTIVITY (*Attendance at lectures in the department, help with organizing conferences, service to the graduate students association, and all the ways in which you contributed to the life of the department*)

IV. – EXTRACURRICULAR ACTIVITIES (*Anything that has contributed to your education and professional training*)

V. – PLANS FOR THE COMING SUMMER AND THE NEXT ACADEMIC YEAR (*E.g., summer research, summer programs or seminars, language learning, courses you plan to take next year, details about dissertation writing plans, qualifying paper and dissertation proposal for the doctoral comps, etc.*)

VI. – ANYTHING ELSE YOU WANT TO SAY (*Additional information, comments and remarks, complaints or praises, reflections on circumstances that have aided your progress or impeded it, etc.*)

VII. – ADVISER’S, OR DISSERTATION SUPERVISOR’S AND SECOND READER’S COMMENTS

Name(s) and signature(s) of the adviser, or of the dissertation supervisor and the second reader

LOGIC GUIDELINES

All Ph.D. candidates are required to demonstrate proficiency in the area of logic. This may be accomplished in one of three ways: 1. By passing PHIL5577 “Symbolic Logic” with a grade of “B” or better; 2. Or by attaining a score of 80% or better on the Logic Proficiency Examination; 3. Or by showing evidence of comparable prior course work. Contact Prof. Richard Atkins about the two last possibilities. Candidates are expected to have satisfied the requirement by the spring of their second year.

The Logic Proficiency Examination is a two-hour written examination. It will cover both traditional and symbolic logic, and will include questions concerning the nature and purposes of logic, as well as questions testing logical skills. The examination will be administered once each year in the later part of May.

Basic texts for the examination are:

Aristotle, *Prior Analytics*, and either
M. Bergman, J. Moor, I. Nelson, *The Logic Book*
Irving M. Copi, *Introduction to Logic* (MacMillan).

Questions covering the following areas may be expected:

1. Definition and illustration of basic logical terms. For example: validity, indifference, proposition, function, predication, relation, implication, description, syllogism, meta-language, definition, intension, logical system, “reduction to first figure,” etc.
2. Identification and explanation of valid and invalid syllogisms.
3. Use of truth tables to show validity, contingency, tautology, and contradiction.
4. Symbolization of proposition and arguments; propositional and predicate logic.
5. Proofs for arguments both containing and not containing quantified propositions.
6. Explanation of the need for, uses of, and historical circumstances surrounding the rise of both traditional and symbolic logic.
7. Discussion of various forms of fallacy.
8. Comparison and contrast of induction and deduction.

PRELIMINARY COMPREHENSIVE EXAM READING LIST

1. Authors from Philosophy of the Person required reading list:

Plato's *Apology* and either *Meno* and *Gorgias*, or *Republic* (whole)

Aristotle's *Nicomachean Ethics*

Boethius, *Consolation of Philosophy*, or Augustine, *Confessions*, or Augustine, *On the Free Choice of the Will*

Aquinas, *Sum of Theology*, Part I, qq. 1-15 (knowledge about God), qq. 75-88 (soul/body, knowledge); Part II.1, qq. 90-96 (divine, natural, and human laws)

Descartes, *Meditations*

One of the following authors: Hobbes, *Leviathan*, Introduction, Part I, chs. I, II, X, XI, XIII, XIV; Part II, chs. XVII-XIX; or Locke, *Second Treatise on Government*; or Rousseau, *Social Contract* or *Discourse on the Origins of Inequality*; or Adam Smith, *The Wealth of Nations*; or Marx, *Paris 1844 Manuscripts* and *Communist Manifesto*, or *Capital I* Book I, Parts I-III

Kant, *Groundwork for the Metaphysics of Morals*

Mill, *Utilitarianism*

2. Two different authors from the following list:

G.F.W. Hegel, *Phenomenology of Spirit*, Introduction, A. Consciousness, B. Self-Consciousness, or *The Philosophy of Right*, Introduction and Part III

Søren Kierkegaard, *Fear and Trembling* or *Philosophical Fragments*

Ludwig Feuerbach, *The Essence of Christianity*

Friedrich Nietzsche, *Genealogy of Morals* or *Beyond Good and Evil*

William James, *Pragmatism, The Will to Believe* Chs. 1-3, 5, 6; or *Principles of Psychology* Chs. 4, 6, 9, 10, 15, 19, and 24.

Charles Sanders Peirce, *Illustrations of the Logic of Science*, or *Pragmatism as a Principle and Method of Right Thinking* (aka Harvard Lectures on Pragmatism, 1903)

Sigmund Freud, *The Future of an Illusion*, or *Civilization and Its Discontent*

Edmund Husserl, *Cartesian Meditations*, or *The Crisis of European Sciences and Transcendental Philosophy*

Henri Bergson, *Time and Free Will* or *The Two Sources of Morality and Religion*

Edith Stein, *The Problem of Empathy*

Alfred North Whitehead, *Process and Reality*

Maurice Blondel, *Action*

Albert Camus, *The Myth of Sisyphus*

Martin Heidegger, *Being and Time* (Intro., Part 1, Division 1), or *Basic Writings from Being and Time (1927) to The Task of Thinking (1964)*, ed. D.F. Krell (revised and expanded ed., 1993)

Maurice Merleau-Ponty, *Phenomenology of Perception*

John Dewey, *Experience and Nature*, or *Art and Experience*
Bertrand Russell, *The Problems of Philosophy*
Theodor Adorno and Max Horkheimer, *Dialectic of the Enlightenment*
Hannah Arendt, *The Human Condition*
Jean-Paul Sartre, *Being and Nothingness*, Parts I & III
Michel Foucault, *Discipline and Punish*, or *History of Sexuality*, Vols. 1 and 2
Bernard Lonergan, *Insight*
Simone de Beauvoir, *The Second Sex*
Emmanuel Levinas, *Totality and Infinity*
Karl Popper, *The Open Society and Its Enemies*
Hans Georg Gadamer, *Truth and Method*
John Rawls, *Theory of Justice*, Part I., chs. 1-3, and *Political Liberalism*, chs. 2, 6-8
Jacques Derrida, *Speech and Phenomena*, or *Writing and Difference*
Paul Ricoeur, *Time and Narrative*, Vol 3 (= part IV), or *From Text to Action*
Philippa Foot, *Virtues and Vices and Other Essays in Moral Philosophy*
Iris Marion Young, *On Female Body Experience: 'Throwing Like a Girl' and Other Essays*
Jürgen Habermas, *Theory of Communicative Action*, Vol.1, chs 1-4 and *Between Facts and Norms*, chs 1, 3, 5, and 9
Charles Taylor, *Sources of the Self*
Julia Kristeva, *Desire in Language. A Semiotic Approach to Literature and Art*
Alasdair MacIntyre, *After Virtue*, or *Three Rival Versions of Moral Enquiry*
Martha Craven Nussbaum, *Love's Knowledge*
Judith Butler, *Gender Trouble*

DISSERTATION PROPOSAL GUIDELINES

What should go into a dissertation proposal?

A dissertation is a piece of research, and so a dissertation proposal is the statement of a plan for a piece of research. The proposal should contain the following elements.

(1) The question or problem (or set of questions or problems) to be resolved in the dissertation. This part of the proposal answers questions like "What do you intend to find out in the course of researching and writing the dissertation?" "What do you hope to learn by doing this dissertation?" Some questions are mainly historical; others are mainly systematic; and many questions have both an historical and a systematic dimension. Questions may be of different types: Yes /No questions ("Is Aristotle's conception of substance in the *Categories* compatible with his conception of substance in the *Metaphysics*?"), but also more open questions ("What did philosopher A think about issue X, and why?", "What is the best solution to problem Z?").

(2) An indication of why this question or problem is of interest or significance, why someone should go to the trouble of researching and writing a dissertation about it. This answers the questions "Why bother?" and "What makes this topic so important?"

(3) An indication of why the question or problem needs the concentrated attention that goes into a dissertation. This answers the questions "What's so difficult about that?" and "Isn't the answer obvious?"

(4) An account of the state of discussion and literature on the question or problem to date, telling how much or how little has been said or written on the question or problem, sketching the main positions that have been taken, outlining the grounds on which these positions are based, and indicating why and how it is appropriate to contribute something further (the dissertation) to the discussion and the literature. This answers the question "Hasn't that been done already?" and addresses the possible reaction "Oh, No, not another dissertation on...."

(5) An indication of the principal data or sources of data relevant to solving the question or problem. This answers the question "Where do you intend to look for an answer to your question or problem?"

(6) An indication of the method you propose to follow in using the data to solve the question or problem. This answers questions like "How do you intend to handle your data?" and "Once you have located your data, what do you intend to do with them?" Examples: studying a text from a "mainstream" point of view or from a Marxist point of view or from a Straussian point of view; studying a problem from a Thomistic point of view or from a phenomenological point of view or from an analytic point of view. It is often appropriate to offer a brief explanation or defense of your method.

(7) A frank statement of your assumptions. These are matters that you will invite your reader to grant or concede at the outset, so that you don't spend the dissertation (or the defense) arguing for them. There are various types of assumptions. Some have a bearing on the set of data, e.g., the assumption that a given text is the authentic work of a certain author. Some have a bearing on method, e.g., the (highly debatable!) assumption that what Socrates says in a Platonic dialogue is identical with what Plato thinks. This section answers questions like

"What are you asking us to buy at the outset?" "What do you want us to grant you so that you can get on with your work?" and "Are you sure you're not just begging the question?" As with the method you propose to follow, it is often appropriate to offer a brief explanation or defense of your assumptions, to show that they are at least plausible. One aim of this part is to head off people saying things like "It's clear that a lot of work went into this dissertation; it's a shame that it rests on untenable assumptions." It is important that your initial assumptions do not by themselves dictate your conclusions; if your assumptions dictate your conclusions, that throws into question the value and significance of your research.

(8) A statement of your working hypothesis or hypotheses. This answers the questions "As of now, what kind of solution do you think you will come up with?" and "How much of an idea do you have about where you are going to end up?" Leave plenty of room for the possibility that the data will lead you to modify your working hypotheses or even to discard them in favor of others. One test of a good question is whether you are still interested in the question after the facts have forced you to give up what you thought was the right answer.

Much of the above can be summarized in the advice to distinguish carefully between questions and answers, between data and interpretations of data, between data and assumptions.

The above suggestions are, of course, no substitute for the most important activity in the formulation of a dissertation proposal: discussion with one's supervisor.

Arthur Madigan, S.J.

1 November 2005

DOCTORAL COMPREHENSIVE EXAMINATION RESULT FORMS

Student's Name:

Eagle ID Number:

The present form is composed of **one ballot for each part** of the exam, **and a synthesis** for the Registrar Office ("Examination Report").

When the **qualifying paper** has been examined, **only the ballot for the first part should be completed**, and the whole form should be given to the Graduate Program Director.

A candidate cannot proceed to the defense of the dissertation proposal if the examination of the paper is failed. The board decides when the paper can be resubmitted and defended again (only once).

When the **dissertation proposal** has been defended, **the synthesis for the registrar should be completed together with the ballot for the second part**. The synthesis should be signed by the members of the second board, but not necessarily by the members of the first board (except the board chair person—the future dissertation supervisor—, who is present in both parts.) The whole form should be given to the Graduate Program Director.

In each of the two parts, the decisions "Passed with distinction", "Passed" and "Failed" must result from a majority decision.

In the synthesis for the Registrar Office,

The decision "Passed with distinction" shall result from "Passed with distinction" in each of the two parts of the examination;

"Passed" shall result from "Passed" in one of the parts and "Passed with distinction" in the other, or from "Passed" in both;

"Failed" shall result from "Failed" in one of the parts.

If the board decides to attach any conditions or stipulations to its decision, they should be added in writing to this report.

Part I — Qualifying Paper

Title of the Paper:

.....

Date of the Examination: / /

In the view of the examination committee, the student has:

Passed the examination with distinction.

Passed the examination.

Failed the examination.

.....

(Chair of the Examination Committee)

.....

(Examination Committee Member)

.....

(Examination Committee Member)

Part II — Dissertation Proposal

Title of the Dissertation Proposal:

.....

Date of the Examination: / /

The examination committee judges that the student has:

- Passed the examination with distinction.**
- Passed the examination.**
- Failed the examination.**

.....

(Chair of the Examination Committee)

.....

(Examination Committee Member)

.....

(Examination Committee Member)

**WHEN THE BALLOT FOR THE SECOND PART IS COMPLETED,
PLEASE ALSO COMPLETE THE NEXT PAGE**



BOSTON COLLEGE
OFFICE OF THE UNIVERSITY REGISTRAR
CHESTNUT HILL, MA 02167

DOCTORAL COMPREHENSIVE EXAMINATION REPORT

DATE: _____
Examinee : _____ BCID#: _____
Department: _____

The above examinee has completed the comprehensive examination. The board having considered and evaluated the totality of the examination judges that the examinee has:

Passed this examination with distinction _____

Passed this examination _____

Failed this examination _____

Therefore the examinee should/should not be promoted to the status of doctoral candidate.

Signatures: _____ (Chairperson)

N.B. To qualify, the examinee must be "passed" by a majority of the board.

The expressions "passed", "passed with distinction" indicate achievement in an ascending order of worth. The board's selection among these expressions should result from a majority decision.

If the board decides to attach any conditions or stipulations to its decision, they should be sent in writing along with this report.

Ph.D. DISSERTATION DEFENSE PREPARATION

Name:

Dissertation Title:

A. Approval of the Composition of the Defense Committee

Name of the dissertation supervisor (first reader):

Name of the second reader, institution:

Name of the third reader, institution:

...

1. Approval of the graduate committee:

Date:

Signature of the Graduate Program Director:

2. Filing with the dean's office:

Date:

Signature of the Graduate Program Director:

B. Submission of the Dissertation to the Department

1. Approval of the dissertation by the first and second readers:

Dates:

Signatures:

2. Submission to the department:

Date:

Signature of the Graduate Program Secretary:

3. Date of the defense:

(NB: The defense cannot take place earlier than 30 days after the submission of the dissertation to the department)

Signature of the Graduate Program Director:

BOSTON COLLEGE
Morrissey College of Arts & Sciences
Graduate School

The Dissertation of: _____
(Student's Name)

Title: _____

Submitted to the Department of: _____

in partial fulfillment of the requirements for the degree of:

in the Graduate School of the Morrissey College of Arts & Sciences has been read and approved by
the Committee (names and signatures):

Chair

Member

Member

Member

Date

Teaching Policies and Resources

*for Teaching Fellows
Teaching Assistants &
Part-Time Faculty*



Boston College Philosophy Department

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Class Cancellation and Assignment Policies

Absence Reporting

Each time that you cancel a class for any reason, you are required to **inform** both the Philosophy Department Undergraduate Program Assistant and the Graduate Program Assistant in addition to the students in your class.

If you anticipate being absent for multiple days, you must state the **length of time** that you anticipate being out and **update** the department with any changes.

Missed classes should be made up as much as possible.

Assignment Grading Policy

Except in exceptional circumstances, all student coursework should be graded and returned promptly and no later than **three weeks** after it is submitted.

Department Contact Information

Paula Perry, Undergraduate Program Assistant paula.perry@bc.edu

Sarah Dustin Smith, Graduate Program Assistant sarah.smith.13@bc.edu

Student Concerns

- If you have **concerns of any sort** about a student, please contact the Student Outreach and Support Team at Office of the Dean of Students (DOS) at 617-552-3470 or through the online Student of Concern Reporting Form:
cm.maxient.com/reportingform.php?BostonCollege&layout_id=3
- If you have knowledge of a **sexual misconduct** case, by law (Title IX) you **MUST** report it to TitleIXCoordinator@bc.edu, 617-552-3334. See definitions and steps to take on www.bc.edu/offices/dos/sexual-violence-policy-website/Faculty_Guide.html
- If you have an **urgent** concern after 5pm or on weekends or holidays, contact **BC Police Department at 617-552-4440**. They will be able to access appropriate assistance for you.
- If the situation is an **emergency** (immediate threat to safety), call directly BCPD at **911**.
- If a student is open to receiving **psychological help**, you can direct her/him to University Counseling Services, Gasson 001 | Office Hours: Monday–Friday 8:45 a.m. to 4:45 p.m. | P: 617-552-3310 (same day consultation possible) | www.bc.edu/offices/counseling.html
- To report concerns about **academic progress**, send an alert on bc.pharos360.com/apps/launchpad.php#

Additional Information:

- Students in distress or crisis (non-emergency) questions:
Caroline Davis, Assistant Dean of Students
caroline.davis.2@bc.edu
617-552-3470
- For indicators of distress and for how to respond, download the brochure of Counseling Services at:
www.bc.edu/offices/counseling/worried-about-a-student-.html

Discriminatory Harassment Policy

As a University dedicated to fostering the dignity of each person, Boston College strives to provide an environment that is free of discriminatory harassment, in which each member of the University community is respected as a person, without regard to race, color, national origin, sex, religion, disability, age, sexual orientation, or other legally protected status. All members of the University community, especially faculty and other individuals who exercise supervisory authority, have an **obligation** to promote this environment.

Please see the full description of this policy at

www.bc.edu/content/dam/files/offices/policies/pdf/policies/1/1-200-025.pdf

What to do

- If you witness a **hate crime or a bias related incident**, you should report it. Contact BC Police Department at 617-552-4440.
- If a hate crime or a bias related incident is reported to you, **assist the student** to identify the most appropriate path. See the different possibilities and the protocol on www.bc.edu/offices/diversity/compliance/hate-crime-conduct-proto.html. See also the response to the FAQ “What should I do if a student reports a bias related incident to me” on www.bc.edu/offices/dos/facultystaff.html
- Recognize that the student may be experiencing a wide range of emotions including shame, anger, fear, and denial. Counseling is available through University Counseling Services, Gasson 001 | Office Hours: Monday–Friday 8:45 a.m. to 4:45 p.m. | P: 617-552-3310 (same day consultation possible).

Definition of Discriminatory Harassment

Discriminatory harassment may occur in numerous forms, many of which are also violations of federal and state laws. Direct harassment is person to person; indirect harassment is the creation of a hostile environment. For the purposes of this policy, the following are considered discriminatory harassment.

1. Conduct that, by reference to the race, color, national origin, sex, religion, disability, age, sexual orientation, or any other legally protected status of a member or members of the University community, intentionally or recklessly **abuses, mocks, or disparages** a person or persons so as to affect their educational performance or living or working environment at Boston College.
2. **Offensive sexual behavior** whenever toleration of such conduct or rejection of it is the basis for a personnel or academic decision affecting an individual; or such conduct has the purpose or effect of creating a hostile or stressful living, learning, or working environment. Examples of behavior that may constitute sexual harassment include sexual advances, any form of retaliation or threat of retaliation against an individual who rejects such advances, sexual epithets, jokes, or comments, comment or inquiry about an individual’s body or sexual experiences, unwelcome leering, whistling, brushing against the body, sexual gestures, and displaying sexually suggestive images.
3. In addition to constituting a violation of this policy, **sexual harassment** is unlawful. The most severe forms of such harassment, including assault and violence, are also criminal activities that may subject perpetrators to arrest and criminal prosecution as well as being subject to the procedures outlined in this policy. If you have knowledge of a **sexual misconduct** case, by law (Title IX) you **MUST** report it to TitleIXCoordinator@bc.edu, 617-552-3334. See definitions and steps to take on www.bc.edu/offices/dos/sexual-violence-policy-website/Faculty_Guide.html

Prohibition of Consensual Relationships between Faculty and Students

The relationship between faculty and students is central to the academic mission of Boston College. The academic, mentoring, and socialization experiences fostered by University programs of study should be characterized by mutual respect and courtesy and operate in a manner that facilitates the education of students. Inappropriate non-academic or personal ties can damage the integrity of academic relationships, distorting judgments or appearing to do so in the minds of others.

For these reasons and the potential for abuse, **the University prohibits any faculty member or graduate student instructor from engaging in a consensual romantic or sexual relationship with a student over whom he or she exercises academic or professional authority.**

Any romantic or sexual relationship between a faculty member and a student is prohibited as long as the supervisory relationship continues. Further, a faculty member is prohibited from exercising academic or professional authority over any student with whom he or she has previously had a consensual romantic or sexual relationship. This prohibition encompasses consensual romantic or sexual relations between a graduate student and an undergraduate when the graduate student has teaching or supervisory responsibility for the undergraduate, and those between department chairs and students in their departments, graduate program directors and graduate students in their departments, and all academic advisors and supervisors and their students.

Actions to be taken

If a faculty member or academic supervisor violates this policy by engaging in consensual romantic or sexual relations with a student, **he or she must immediately recuse himself or herself** from any evaluative or supervisory activities affecting the student, extending until such time as the student ceases to be in an academic program in the University. The faculty member is also obligated promptly **to alert his or her chair, dean or department head** as to the existence of the relationship so that alternate instructional and supervisory arrangements can be made to protect the student from potential abuse.

The Provost, Deans, Department Chairs, and other administrators should respond to reports of prohibited romantic or sexual relations by inquiring further and initiating appropriate measures, taking care to protect the rights to privacy and due process of all parties.

This policy is intended to supplement the University policy on sexual harassment. In addition, although this policy prohibits consensual sexual relations only between a teacher/supervisor and that individual's student, the University strongly discourages any sexual relations between members of the faculty or administration and undergraduates.

Students' Privacy Policy (FERPA)

The Family Educational Rights and Privacy Act (**FERPA**) grants four specific rights to a postsecondary student:

- to see the records that the institution is keeping on the student.
- to seek amendment to those records and in certain cases append a statement to the record.
- to withhold the disclosure of a student's educational records except for situations involving legitimate educational interest or as may be required by law.
- to file a complaint with the FERPA Office in Washington.

For a full description of FERPA please visit

https://www.bc.edu/content/dam/files/offices/stserv/pdf/FERPAHandout_August2018.pdf

Your Responsibilities Under FERPA

- You may **not disclose personally identifiable information** from educational records to persons other than the student in question and a University official who has a legitimate educational interest.

A University official has a **legitimate educational interest** in access to information when that information is appropriate for use in connection with: performing a task that is related to the student's education; providing a service or benefit relating to the student or student's family, such as housing, health care, counseling, job placement, or financial aid; performing a task related to the discipline of a student; maintaining the safety and security of the campus; or otherwise performing a task related to the effective functioning of the University.

As a general principle, you may not disclose student information in oral, written, or electronic form to anyone except BC staff and faculty who need the information to perform their university functions.

- You have a legal responsibility under FERPA to **protect the privacy of the student educational records** in your possession, which are classified as confidential information under BC's Data Security Policy. You may not access educational records for personal reasons.

Student information stored in an electronic format must be secure and available only to those entitled to access that information.

You may not release lists or files with student information to any third party outside your college or departmental unit.

Student information should not be stored on laptops or home computers unless it is encrypted.

Personal digital assistants used to read confidential data should be password protected.

Student information in paper format must be shredded before disposal or placed in a locked disposal bin.

Students with Disabilities

Rights and Procedure

Students are considered to have a disability if they have either a physical or a mental impairment that substantially limits one or more major life activities.

Students with disabilities have a **right to special accommodations**. They provide the Disability Services office with appropriate documentation; the nature of their disability, however, is **not disclosed to faculty** unless the student chooses to disclose this information or gives written permission to share this information.

Notification letters will be sent electronically to professors. Please either save them electronically or print copies for your records, as they apply to accommodations throughout the entire semester. Students will be encouraged to meet with each of their professors to explain and answer any questions regarding the requested accommodations.

Students will continue to be responsible for reminding professors of their need for accommodations for quizzes and exams in order to make arrangements for test-taking in an alternate location. Students are asked to speak to their professors to request alternate testing accommodations at least three days prior to the exam date.

If you have **questions**, contact **Disabilities Services**, disabsrv@bc.edu, 617-552-3470.

Whereas some disabilities, like being in a wheelchair, are obvious, some others are not. See examples below.

Additional Types of Disabilities

Psychiatric Disabilities

Individuals with a psychiatric disability have a diagnosable mental health issue which causes disturbances in thinking, feeling, relating, and/or functional behaviors that may result in a diminished capacity to cope with daily life demands.

A psychiatric disability is a *hidden* disability; it is rarely apparent to others. However, students with a psychiatric disability may experience symptoms that interfere with their educational goals (American Psychiatric Association, 1994).

Visual impairments

Students may experience several types of visual impairments: partial sight, low vision, legal blindness, and total blindness. In addition to the services provided at the Vision Resource Center in O'Neill Library, students may digitally download recording from Learning Ally, electronic texts, scanned textbooks, tape class lectures, or work with readers and scribes to assist them in their academic program.

Chronic illness

Chronic health-related illnesses affect an individual for at least three months and are likely to continue in the future. Chronic illnesses include cystic fibrosis, Chron's disease, cancer, irritable bowel syndrome, and lupus. These illnesses are typically invisible, so students rarely self-report even though the effects of their illness pose challenges to the activities of daily living. Students may experience pain or fatigue, or accumulate absences due to hospitalizations, therapies, and adjustments in medication.

Hearing impairments

Functional hearing loss ranges from mild to profound. People who have very little or no functional hearing often refer to themselves as "deaf." Those with milder hearing loss may label themselves as "hard of hearing." When these two groups are combined, they are often referred to as individuals with "hearing impairments," with "hearing loss," or who are "hearing impaired." When referring to the Deaf culture, "Deaf" is capitalized.

Please visit the Disability Services website for full details:

https://www.bc.edu/offices/dos/subsidiary_offices/disabilityservices/faculty.html