

**Graduate Study
Department of Philosophy
Texas A&M University
Departmental Information & Policy**

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Welcome to graduate studies in philosophy at Texas A&M University!

This handbook is intended to provide you with a general overview of policy and procedures relating to our M.A. and Ph.D. programs, some guidance on what you will need to do and when in order to graduate with a minimum of hassle, and some information that our graduate students generally find helpful.

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§I - GRADUATE PROGRAM ADMINISTRATION

Every department with a graduate program has a Director of Graduate Studies (DGS) with primary responsibility for administering graduate programs in that department. Our department also has an Associate Director of Graduate Studies who serves as advisor to students in the M.A. program. Generally, questions about the Ph.D. program should be directed to the DGS and questions about the M.A. program to the Associate DGS. The Graduate Program Advisory Council (GPAC) ranks applicants for admission and generally advises the DGS. Finally, every department on campus elects a graduate student representative to the Graduate Student Council (GSC), which represents the interests of graduate students to the University administration, faculty, and the Student Government Association. We also have a graduate student as a voting member of the department GPAC, but s/he is excused when the Council ranks applicants for admission and discusses individual graduate students. See Part II of the handbook for this year's officers and representatives.

Each student will choose an **Advisory Committee**, with one or more individuals serving as the chair or co-chairs, during the course of his or her studies. This committee is formalized when the Degree Plan is submitted, but students should begin forming relationships with advisors as soon as they join the department.

For **MA students**, the Advisory Committee must include no fewer than three members of the graduate faculty. The chair, or one of the co-chairs, of the advisory committee must be from the philosophy department, and at least one of the members must have an appointment in a department other than philosophy. Masters' students must select their Advisory Committee by October of their second year, when their Degree Plans are due.

For **PhD students**, the Advisory Committee must consist of at least four members of the graduate faculty, with a majority, including the chair or co-chair, from Philosophy, and at least one member from some other department. Students must choose at least the three philosophers on their committees by their fifth semester. The full committee, including the outside member, must be formalized when the Degree Plan is filed, which usually happens approximately 2 years before graduation. The College of Liberal Arts is also currently providing funds to facilitate adding a scholar from outside the university to the dissertation committee of PhD students within the College, so that students may benefit from the advice and support of other senior, well-connected, widely published research faculty. The external member should come from an AAU school, or the equivalent, and may either be an official member of the committee (with a special appointment to the graduate faculty), or serve in an unofficial capacity. If you wish to pursue this option, please contact the Director of Graduate Studies.

PhD students who participate in the **Early Modern Studies option** will also form a second **Interdisciplinary Advisory Committee**, which will supervise their progress on that track. The membership of the Interdisciplinary Advisory Committee may or may not be identical to the regular Advisory Committee.

§II - GRADUATE COURSES

The course descriptions below give general overviews of course content. More detailed information on what these courses will contain on specific occasions will be provided prior to registration each semester.

PHIL 611, Ancient Philosophy – Greek and Roman philosophy from 600 BCE to 300 CE; emphasis on Plato and Aristotle. Prerequisite: Approval of instructor.

PHIL 616, Modern Philosophy – Developments in philosophy from the Renaissance through the Enlightenment: Renaissance humanism and natural science, 17th and 18th century empiricism and rationalism, idealism; major thinkers including Descartes, Hume, Kant, Hegel. Prerequisite: Approval of instructor.

PHIL 620, Contemporary Philosophy – 19th and 20th century philosophical movements: phenomenology, existentialism, positivism, pragmatism, analysis, process thought. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

PHIL 623, American Philosophy – The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead. Prerequisite: Approval of instructor.

PHIL 624, Latin American Philosophy – Reading and examination of the philosophical writings of some of the most important Latino/as (or Hispanic) contributors to the history of philosophy.

PHIL 630, Aesthetics – Metaphor, the ontology of artworks, art and artifactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity and theory of tropes. Prerequisite: Approval of instructor.

PHIL 631, Philosophy of Religion – Investigation of metaphysical and epistemological issues concerning religious claims, beliefs, and experiences. Prerequisite: Approval of instructor.

PHIL 632, Social and Political Philosophy – Theories of justice, equality, liberty and authority in social and political institutions; individualism and the social contract; political philosophy of writers such as Plato, Aristotle, Machiavelli, Locke, Rousseau, Marx, Dewey and Rawls. Prerequisite: Approval of instructor.

PHIL 633, Philosophy of Law – Key issues in normative and analytical jurisprudence, including the concept of law; the relationship between law and morality; civil disobedience; the moral obligation to obey the law; punishment. Prerequisite: Approval of Instructor.

PHIL 635, Ethical Theory – Theories of moral value and conduct, moral language and argumentation; consequentialist and deontological approaches to ethics; ethical naturalism;

theories of virtue. Prerequisite: Approval of instructor.

PHIL 640, Epistemology – Nature and origin of knowledge, skepticism, belief, truth, rationality, justification and reliability and knowledge of necessary truths. Prerequisite: Approval of instructor.

PHIL 641, Mathematical Logic I – The metatheory of propositional and first-order logic. Prerequisite: Graduate classification or approval of instructor.

PHIL 642, Mathematical Logic II – More advanced topics in mathematical logic. Possible topics include the Compactness and Löwenheim-Skolem Theorems, computability theory, Gödel's Incompleteness Theorems, Tarski's Theorem, Church's Theorem, systems of temporal and modal logic, intuitionistic logic, theories of truth, and more advanced issues in set theory, model theory, and proof theory. Prerequisite: PHIL 641 or approval of instructor.

PHIL 643, History and Philosophy of Logic – Selected topics on the historical development of logic; philosophical views of the nature of logical theory; the role of logical metatheory in the development of logic. Prerequisite: PHIL 641 or PHIL 642, or approval of instructor.

PHIL 645, Philosophy of Science – Philosophy of the natural and social sciences, including the nature of theories and laws, the notion of causation, probability and determinism and the nature of theoretical change. Prerequisite: Approval of instructor.

PHIL 646, Philosophy of a Particular Science – Focus on the methodological, epistemological, and ontological issues in physics, or one of the special sciences, such as biology, psychology, cognitive science, economics. Application of philosophical methods to theoretical issues in the particular science. Relationships between theories and explanations of the particular science to more basic sciences or other special sciences. May be repeated for credit for courses focusing on different sciences. Prerequisite: Approval of instructor.

PHIL 650, Metaphysics – Classical and contemporary treatments of the nature of reality, God, the existence of universals, space, time, causality; realism and antirealism, the existence and nature of abstract entities, the nature of events, the nature and logic of time and modality, freedom and determinism, and personal identity. Prerequisite: Approval of instructor.

PHIL 655, Philosophy of Mind – The mind-body problem, personal identity, thought and intentionality, action and responsibility; materialism, behaviorism, functionalism. Prerequisite: Approval of instructor.

PHIL 658, Philosophy of Language – The nature of language, the various uses of language and their philosophical import, the nature of meaning, truth, reference and issues surrounding formal representations of natural languages. Prerequisite: Approval of instructor.

PHIL 661, Seminar in the History of Philosophy – Intensive study of a current issue in the history of philosophy. May be repeated for credit with variation in topic. Prerequisite:

Approval of instructor.

PHIL 662, Seminar in Ethics and Value Theory – Intensive study of a current issue in ethics, ethical theory, applied ethics, aesthetics, or the work of particular philosophers in one of these areas. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

PHIL 663, Seminar in Metaphysics or Epistemology – Intensive study of current issue in metaphysics, epistemology, or other core areas of philosophy. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

PHIL 664, Seminar in Applied Philosophy – Intensive study of a topic involving the application of philosophical concepts and theories to an issue arising in another scientific or academic field. May be repeated for credit with variation in topic. Prerequisite: Approval of instructor.

PHIL 682, Philosophical Authors – Intensive study of the works of an individual important philosopher, their historical context, and criticisms and interpretations of them. May be repeated for credit with different authors. Prerequisite: Approval of instructor.

PHIL 683, Philosophical Pedagogy (1 credit) – Course designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. Includes some pedagogical theories and different teaching techniques and technologies. Students share ideas about common challenges, and reflect on ethical issues in the teaching profession. May be taught as a 689, Special Topics. See §III(K) below.

PHIL 684, Professional Internship – Practical experience in an institutional or organizational setting appropriate to analysis and understanding of issues in some area of applied philosophy. Prerequisite: Approval of committee chair and department head.

PHIL 685, Directed Studies – Directed studies in specific problem area in philosophy. To take PHIL 685, a student must make arrangements with a particular professor, and the Directed Study must be sufficiently substantial to merit a 3-credit award. May be repeated for credit with variation in topic, but see section III.C below.

PHIL 689, Special Topics – Selected topics in an identified area of philosophy. May be repeated for credit with variation in topic, but see section III.C below. Prerequisite: Approval of instructor.

PHIL 691, Research – Research for thesis. Prerequisites: Approval of Department Head and Committee chair. See also section III.C below.

NOTE: The College of Liberal Arts enforces a 5-student minimum for all courses except those numbered 685, 689 and 691.

§III - REQUIREMENTS FOR THE M.A.

Thesis Option

Area Requirements: 15 hours
Electives: 9 hours
Thesis: 6 hours
Internship: 0 hours
Total Hours 30 hours

Non-Thesis Option

Area Requirements: 15 hours
Electives: 9 hours
Thesis: 0 hours
Internship: 6 hours
Total Hours: 30 hours

Area Requirements:

Category A: Logic. PHIL 641, its equivalent, or a higher-level logic course

Category B: History of Philosophy. Students are required to take TWO courses from the History of Philosophy. Courses that fulfill this requirement are:

PHIL 611, Ancient Philosophy
PHIL 614, Medieval
PHIL 616, Modern Philosophy
PHIL 620, Contemporary Philosophy (through 19th century)
PHIL 623, American Philosophy
PHIL 661, Seminar in History of Philosophy (through 19th century)
PHIL 682, Philosophical Authors (when author is figure before 20th Century)

Contemporary Traditions

These areas don't have a fixed list of courses. Each semester, professors teaching graduate courses other than the ones mentioned above will decide, in consultation with GPAC, which of the following areas their course will fulfill.

ONE course from either Category C or D; ONE course from either Category E or F.

Category C: Analytic Philosophy: Metaphysics and Epistemology. This area encompasses work within the analytic and related traditions on metaphysics, epistemology, and similar topics. This should be read broadly to include topics like philosophy of science, language, or mind as well as others.

Category D: Analytic Philosophy: Value Theory. This area includes courses whose principal focus is work in ethics (theoretical or applied), social and political philosophy, and aesthetics from within the analytic and related philosophical traditions.

Category E: Continental Philosophy. Courses in this area focus principally on 20th Century European thought, and may include such themes as phenomenology, existentialism, hermeneutics, deconstruction, post-structuralism, or critical theory.

Category F: New Perspectives on the Canon or non-European Philosophy. Courses in this area may focus on critical perspectives on traditional approaches to philosophy or examine philosophical traditions and authors that have traditionally not been represented in Analytic or Continental thought. Themes for these courses may include critical race theory, post-colonialism, black existentialism, Feminist Thought, and Latin American philosophy.

Electives:

These may be selected from:

- Any of the area requirement courses not used to meet an area requirement;
- With approval of the student's Advisory Committee: graduate courses outside the department (not to exceed six hours for thesis option students and nine hours for non-thesis option students);
- Other graduate courses in philosophy, including not more than 6 credits of 685;
- With approval of the student's Advisory Committee: up to nine hours of 300 or 400 level undergraduate courses in philosophy.

Thesis Research:

Students pursuing the thesis option are required to complete six hours of PHIL 691: Research. Additional hours may be taken.

Professional Internship:

Students who choose the non-thesis option in the M.A. program must complete a final examination and an internship consisting of at least 90 hours of verifiable internship experience. For this experience the student will receive up to six hours of credit in PHIL 684. Minimal requirements for completion of an internship are (1) a written report of *at least* 20 pages addressing philosophical issues encountered, and (2) an oral defense of this report before an M.A. committee. Faculty advisors may impose additional requirements, to be specified at the beginning of the internship. Please note: Students must receive authorization from their advisors *before* beginning an internship.

Note: Some special rules and deadlines apply to the non-thesis option. Students planning to complete the non-thesis option should consult the relevant portion of the TAMU Graduate Catalog (“Non-Thesis Option” under “Master of Arts” under “Degree Information”).

Language Requirement:

There is no departmental language requirement for the MA. The student’s Advisory Committee, determines what language requirement, if any, is appropriate for the thesis or internship project the student wishes to undertake.

Final Examination:

A final examination is required for both the thesis and non-thesis options. This exam must be scheduled in advance with the Office of Graduate Studies and cannot be taken until a thesis proposal or an internship project proposal is on file in the Office of Graduate Studies.

Degree Plan Hours:

Graduate Teaching Assistants are required to register for 9 hours per semester. If you do this for four semesters, you will accumulate 36 hours of credit; but you only need 30 hours on your degree plan for the thesis option master’s degree. This allows some flexibility in adding electives

or hours of 691. Only **six hours of PHIL 691 may be listed on the degree plan as counting towards the 30 credits needed for a master's degree.** You may have 6 additional 691 hours, but these should not be listed on your degree plan. Master's students may list **a maximum of 8 hours of 685** as counting towards their overall required 30 credit total.

Grade Requirements:

The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program, and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which a student earns a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which a student earns a grade of D, F, or U cannot be removed from the student's permanent record. The Office of Graduate Studies will not allow you to defend a thesis if you have an F or an I on your degree plan.

Other Requirements:

The University has a residence requirement for MA students. Students must take a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10-week summer session.

Continuous registration requirement. There is a university-imposed continuous registration requirement. Students who have completed all course work listed on their degree plan other than 691 (research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

Note: This requirement applies even after students have successfully defended their thesis. Students have to meet this requirement until their thesis is approved by the Thesis Office.

Transferring to the Texas A&M PhD Program:

A course taken at Texas A&M may only be listed on your degree plan for **one specific degree.** This has an important consequence for students in the M.A. Program in Philosophy who wish to transfer to our Ph.D. program: if you **complete** an M.A. in Philosophy, then none of the courses you took for your M.A. can be used towards the Ph.D. in Philosophy. **Therefore, any M.A. student who wishes to transfer to the Ph.D. program in Philosophy should not complete the M.A. degree.** Transfer to the PhD program is not automatic. All transfer requests must be considered by the GPAC. See section §IX for further details.

§IV REQUIREMENTS FOR THE PHD

PHD with supporting Masters

Logic:	3 hours
Area Requirements:	18 hours
Teaching Practicum:	1 hour
Electives:	15 hours

Supporting MA:	30-36 hours
Research (PHIL691):	15 hours
Additional (can be PHIL691)	8-14 hours
Total:	96 (if earning supporting MA at TAMU) 64 (if entering with supporting MA)

PhD with Early Modern Track

Logic	3 hours
Area requirements	18 hours
Teaching Practicum	1 hours
Electives	15 hours
Early Modern Studies	24-27 hours
Research (PHIL691)	15 hours
Additional (Can be PHIL691)	17-20 hours
Total	96 hours

Area Requirements

Category A: Logic. PHIL 641, its equivalent, or a higher level logic course

Category B: History of Philosophy. Students are required to take TWO courses from the History of Philosophy. Courses that fulfill this requirement are:

- PHIL 611, Ancient Philosophy
- PHIL 614, Medieval
- PHIL 616, Modern Philosophy
- PHIL 620, Contemporary Philosophy (through 19th century)
- PHIL 623, American Philosophy
- PHIL 661, Seminar in History of Philosophy (through 19th century)
- PHIL 682, Philosophical Authors (when author is figure before 20th Century)

Contemporary Traditions

These areas don't have a fixed list of courses. Each semester, professors teaching graduate courses other than the ones mentioned above will decide in consultation with GPAC which of the following areas their course will fulfill.

ONE course from each of the following categories:

Category C: Analytic Philosophy: Metaphysics and Epistemology. This area encompasses work within the analytic and related traditions on metaphysics, epistemology, and similar topics. This should be read broadly to include topics like philosophy of science, language, or mind as well as others.

Category D: Analytic Philosophy: Value Theory. This area includes courses whose principal focus is work in ethics (theoretical or applied), social and political philosophy, and aesthetics from within the analytic and related philosophical traditions.

Category E: Continental Philosophy. Courses in this area focus principally on 20th Century European thought, and may include such themes as phenomenology, existentialism, hermeneutics, deconstruction, post-structuralism, or critical theory.

Category F: New Perspectives on the Canon or non-European Philosophy. Courses in this area may focus on critical perspectives on traditional approaches to philosophy or examine philosophical traditions and authors that have traditionally not been represented in Analytic or Continental thought. Themes for these courses may include critical race theory, post-colonialism, black existentialism, Feminism Thought, and Latin American philosophy.

Restrictions: Only 6 hours of 685s may be used toward Electives; 685s may not be used for Area Requirements. Students wishing to take 685s or courses in other departments may do so under the auspices of the 'Additional' category

Philosophical Pedagogy:

All Ph.D. students are required to take PHIL 683, Philosophical Pedagogy, a one unit course designed to help students become better teachers of philosophy, both in their roles as graduate teaching assistants and in their future careers in higher education. While covering some pedagogical theories and different teaching techniques and technologies, students share ideas about common challenges, and reflect on ethical issues in the teaching profession. Students will also prepare some documents that will be helpful, not just in teaching, but also in applying for positions. If 5 students do not register for this course in any academic year, it will still run as a 689 or 685.

Students are also encouraged to participate in the Academy for Future Faculty. It is possible to just attend some events, or to enroll for the Academy for Future Faculty Certificate. See <http://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty>

Supporting Degree:

The supporting degree must be in a field other than philosophy, and must supplement the student's research and teaching interests in philosophy. Students may enter the program with a Master's or equivalent (or higher) in hand. The GPAC will rule, at the time of admitting such students, on the acceptability of the proposed degree as a supplementary Master's. Alternatively, students may complete a Master's program in another discipline while at Texas A&M. Students must have their plan to pursue a particular Master's degree approved by the GPAC. They should secure formal admission to the chosen program by the end of their second year. (Students who are interested in pursuing a Master's at another institution should consult the DGS as soon as possible.)

Early Modern Studies Option:

Students who specialize in Early Modern philosophy are expected to conduct in-depth study of 17th and 18th century topics and figures in a variety of disciplines. Instead of pursuing a separate

master's degree, they have the option of taking 24 hours of approved graduate courses in several fields (anthropology, communication, English, Hispanic Studies, history, and political science). Notation of the Early Modern studies focus will appear on the student's transcript.

a. Students interested in pursuing this option must:

- i. Have their planned course of study approved by the GPAC by the end of their third year.
- ii. Form an interdisciplinary committee of advisors (including four members of the graduate faculty, at least one of whom is drawn from a department other than Philosophy) by the end of their third year.
- iii. Complete 24 hours of non-philosophy graduate courses, with a grade of B or better, from an approved list (see next section), of which no more than four courses (12 hours) are in the same academic department.
- iv. Complete a 20-page (minimum) publishable paper (as determined by the faculty committee) that incorporates aspects of the student's interdisciplinary studies (Students may take 3 hours of research in order to complete this requirement).

b. Approved Courses for the Early Modern Studies Option: The non-philosophy graduate courses that can count towards fulfillment of the Early Modern Studies option are listed below. In addition, Special Topics (689) and Directed Studies (685) courses in other departments can be approved on a case-by-case basis by the student's interdisciplinary advisory committee. The GPAC will update the following list as course offerings at Texas A&M change. If a student believes that another course would be appropriate given his or her special interests with respect to the Early Modern period, he or she should seek approval from his or her interdisciplinary committee.

Course Number	Course Title
ANTH 609	Culture and Evolution
ANTH 635	Violence and Warfare
ANTH 648	Issues in Human Evolutionary Theory
COMM/ENGL	History and Theory of Rhetoric to 1800
ENGL/LING 610	Topics in the History of the English Language (when applicable)
ENGL 611	Topics in Early Modern Literature and Culture
ENGL 613	Readings in Early Modern Literature
ENGL 618	Readings in 18th Century British Literature
ENGL 638	Topics in 18th/19th Century British Literature and Culture (when applicable)
ENGL 666	Topics in Textual Studies and Book History (when applicable)
ENGL 667	Topics in the History and Theory of Rhetoric (when applicable)
HISP 630	Studies in Latin American Literature (when applicable)
HISP 640	History of Ideas in the Hispanic World
HISP 665	Studies in Spanish Literature
HIST 601	Colonial North America
HIST 643	European History from the Renaissance to the French Revolution
POLS 650	Normative Political Theory

POLS 654	Theories of Political Legitimacy, Order and Obligation
Special Topics and Directed Studies courses as appropriate	

Advanced Exercise Requirement:

Ph.D. students are also required to complete **at least two** advanced exercises assigned by their Advisory Committees. Committees will design these exercises, in consultation with the student, in order to best serve that student's professional development. More specifically, the advisory committee will attend to the following goals:

- Students should achieve a degree of competence in a range of fields in philosophy that prepare them to teach undergraduate courses in those fields;
- Students should attain the necessary skills and proficiency in their research specialization in order to make scholarly contributions to that field; and
- Students should be prepared to secure full-time academic employment upon graduation in a competitive academic job market.

Examples of possible advanced exercises include written and/or oral exams based on reading lists, the submission of an article-length essay to a group of faculty who will judge whether it is of publishable quality, additional coursework in philosophy or another field, or a study abroad experience. Students should begin discussions with potential faculty advisors about the possible content of such advanced exercise requirements as soon as they enter the program. Given the many demands of our program, it is particularly important that students **use their summers wisely**.

The content, deadlines and process for the evaluation of the two advanced exercises should be specified in a memo of agreement signed by the Advisory Committee and the student. For purposes of the advanced exercise requirement, **the outside member of the Advisory Committee (see section I) need not participate**; approval by three philosophy faculty members of the committee, including the chair, is sufficient. A copy of the memo should be submitted to the DGS, who will keep it on file. **Students should have this memo on file no later than the end of their fifth semester.** Exercises that have already been completed may be included. All the requirements must be **completed before (or simultaneous with) the Preliminary Examination**. Advisory Committees should notify both the student and the DGS in writing as requirements are completed so that this information can be kept on file.

Advisory committees and students can revise the memo of agreement simply by signing a new version and placing it on file with the DGS. Students can change advisory committees by making a new agreement with a different set of faculty members and filing it with the DGS. (Once the Degree Plan is on file with the Office of Graduate Studies, which happens approximately 2 years before graduation for most students, additional paperwork is required to change one's committee members, including signatures from faculty exiting committees.)

Students who entered the program before the Fall of 2013 are free to choose between fulfilling the Advanced Exercise requirement or the Comprehensive Exam requirement described in the 2012 version of this Handbook. These students must inform the DGS of their preference.

Preliminary exam:

The Preliminary Examination is an examination tied to your specific dissertation topic, put together and assessed by your full Advisory Committee (that is, including the outside member or members). Its purpose is to determine whether you are appropriately prepared to complete your dissertation project. You are eligible to take it when you are within 6 credit hours of completing all formal coursework (i.e. classes other than PHIL 691, Research) and have fulfilled your Advanced Exercise agreement. Your Degree Plan must be filed at least 90 days before you take your preliminary exam. If you are earning your supporting MA/MS degree at Texas A&M, you should aim at taking your Preliminary Examination as soon as possible after completing that degree.

In order to schedule a Preliminary Examination, you must present your Advisory Committee with a draft dissertation proposal describing the issues you propose to address and how you propose to address them, the significance of your project to current philosophical work, and the relevant scholarly literature. Your draft proposal should be 5 to 10 pages in length and must be accompanied by a brief but comprehensive bibliography of no more than two pages. Your Advisory Committee will then evaluate your draft proposal and, if they judge it to be acceptable, administer you an oral examination based on its content. The objective of the examination is to determine whether you are well prepared to carry out the project you have proposed. Following the examination, your Advisory Committee will assign you a grade of Pass or Fail for your Preliminary Examination. The committee may also indicate areas in which your draft Thesis Proposal should be modified. Once you have passed your Preliminary Examination, you should file your dissertation proposal (with any needed changes) for approval with OGS.

Final Examination:

Satisfactory completion of an oral defense of the dissertation is the final step required for the Ph.D. degree. This examination must be scheduled in advance with the Office of Graduate Studies, and may be held only after the dissertation is in substantially final form, and all members of the student's Advisory Committee have had sufficient time to review it.

Language Requirement:

Each student's Advisory Committee determines what language requirement, if any, is appropriate for the dissertation, thesis, or internship project the student wishes to undertake. Students whose thesis projects will require knowledge of a foreign language should discuss available options for language training with the Department Head. These may include travel to intensive summer language programs.

Credit and Area Requirements for Work Done at Other Institutions:

University regulations permit students to receive credit toward the PhD for courses taken at other institutions, **provided those courses were not used as credit for another degree**. Whether such credit may be counted as part of a student's degree plan will be determined by the Department of Philosophy Graduate Program Advisory Committee and the Office of Graduate Studies. The minimum hours required for a Ph.D. at Texas A&M is reduced to 64 for students already holding a Master's degree, so a student entering with the supporting master's degree in hand can expect to finish up to two years earlier.

Students who already have a Masters degree in Philosophy from another institution may petition the Graduate Program Advisory Committee to allow some of these courses to count towards area requirements in the Texas A&M Philosophy Ph.D (even if they were used towards another degree). Requests should be submitted to the DGS with a syllabus of the relevant course and a transcript of the grade in it. The Department requires all Ph.D. students to complete a minimum of 27 hours of formal course work in graduate courses offered by our department (excluding hours of PHIL 691).

Limitations on the use of 685, 689, and 691 hours; use of undergraduate hours

The Graduate Catalog includes complicated formulas restricting the use of special topics (689), directed studies (685), and research hours (691). 100 and 200 level courses are not permitted on a graduate degree plan. However, 300 and 400 level courses may be used on a graduate degree plan. See the University Graduate Catalog for full details.

Grade Requirements:

The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program, and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which a student earns a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which a student earns a grade of D, F, or U cannot be removed from the student's permanent record. The Office of Graduate Studies will not allow a thesis to be defended if there is an F or an I on a degree plan.

Residence requirement:

There is a University-imposed residence requirement for Ph.D. degrees. For students entering with the supplementary master's in hand, this requirement is fulfilled by taking a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10-week summer session. in the same way as for master's students. For students entering without the supplementary master's in hand, this requirement is fulfilled by taking at least 9 credit hours for each of four successive semesters.

Continuous registration requirement:

There is a university-imposed continuous registration requirement for the PhD. Students who have completed all course work listed on their degree plan other than 691 (Research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

Note: This requirement applies even after students have successfully defended their dissertation. Students must meet this requirement until their dissertation is approved by the Thesis Office.

§V - TIME-LINE FOR COMPLETING THE M.A.

Assuming that you enter in the fall semester and you plan to graduate in May of your second

year under the thesis option, this section describes various deadlines you will have to meet. If you plan to graduate in August or December, or if you are pursuing the non-thesis option, be aware that the deadlines will differ (see the relevant calendars from the Office of Graduate and Professional Studies (OGAPS) website: <http://ogaps.tamu.edu>). The OGAPS website also provides calendars and timelines for their part of the MA process on this

The Office of Graduate Studies provides helpful calendars for their part of the MA process, where you can add dates to your calendars and receive reminders at: <http://ogs.tamu.edu/incoming-students/student-forms-and-information/getting-a-degree/masters-degree-requirements/>.

First year: You should take mostly courses that meet area requirements, and you should work with a variety of professors, to help determine your thesis topic and choose an advisor and committee.

Summer: It would be wise to choose your thesis topic and advisor (thesis committee chair) by the end of your first year so that you can use part of the summer between years doing background reading for, or actually writing a part of, your thesis.

Second year: This is a busy year, during which you must finish your thesis (by early March) and defend it (by mid-March), apply for graduation, and, if you are going on to a Ph.D. program, do all the work involved in applying for that. This is why it's good to get some work done on your thesis over the summer. It's also not a bad idea to take some research hours (PHIL 691) in the fall semester, when you should be busy working on your thesis, since it must be complete before the end of Spring semester. You will also be getting your applications for Ph.D. programs together in Fall.

Form a thesis advisory committee: This committee consists of at least three members of the graduate faculty. The chair must be from Philosophy and one of the others must be from another department. This committee is responsible for approving your thesis proposal and thesis (or non-thesis internship report), and conducting your final oral exam. Membership on this committee is formalized when you file your degree plan in October (which your committee members, the DGS or Associate DGS and the Department Head must all approve by signing online).

Begin writing your thesis: Obviously the most important thing is the philosophical content of your thesis, and this should be continuously discussed with your thesis committee chair. However, it's also a good idea to familiarize yourself with the Thesis Office's requirements, which the final copy of your thesis will have to meet. With that in mind, devote some constructive procrastination time to exploring the Thesis Office web site: <http://thesis.tamu.edu/> and downloading the Thesis Manual.

File a degree plan in October – see the OGAPS site for this year's dates: Meet or correspond with the DGS or Associate DGS to be sure that the courses listed on the degree plan meet all departmental requirements. Your degree plan must be approved by the members of your thesis committee, the Director of Graduate Studies, and the Department Head, and it must satisfy all the Department's course requirements. The DGS will review all students' degree plans and, before approving them, will resolve any questions about how PHIL689, or PHIL685 courses are being used

to meet degree requirements.

File your thesis proposal (in February): This must be done a minimum of 15 working days prior to when you file your request to schedule the final examination, which must in turn be done two weeks before the examination occurs. The OGAPS asks for a Title Proposal page and 5-6 pages of the proposal.

Schedule your final exam/thesis defense (in February for spring graduation the same year). This must be submitted at least 10 working days before the proposed date of the exam. Please note that you will not be able to take your final exam if you have an I or an F on your degree plan.

Pass your final exam/thesis defense (in March for spring graduation): The defense consists of an approximately two hour meeting with your Advisory Committee, at which you will be asked to summarize your project, defend your arguments, explain how you came to be interested in it, and where you plan to go with related work in the future (if any). Extensive time is reserved for members of the committee to question you on the content of the thesis. Obviously, then, you'll need to have your thesis complete and sent out to your committee members some time before the final defense, so that the committee has had time to read it. At the end, the committee will excuse you from the room and will vote on whether or not to pass you and whether to require any revisions of the thesis. The committee should complete the Thesis Approval Form and the Report of the Final Examination Form (generally this is prepared by OGAPS and provided to your department; the department should return it to OGAPS within ten days of your defense).

Submit your thesis and approval form to the Thesis Office (in March for spring graduation) Theses must be uploaded via <http://thesis.tamu.edu> in PDF format. There are complex rules for formatting; you must consult the Thesis Manual. The original, hard copy of the approval form must be submitted to the Thesis Office (612 Sterling Evans Library).

Submit your corrected thesis to the Thesis Office (in April for spring graduation): "Corrected" here means corrected in all the ways necessary to satisfy the Thesis Office, so be diligent dealing with the corrections the Thesis Office asks you to make.

If you plan to attend graduation: This is optional, but if you're planning to "walk the stage" and shake the hand of the President of Texas A&M University as you receive your diploma, you need to make arrangements ahead of time as detailed at: <http://graduation.tamu.edu>.

§VI. TIME-LINE FOR COMPLETING THE PH.D. (For this year's dates, deadlines etc. please check with OGAPS)

Including Logic, Area Requirements and Electives, a Ph.D. student must take a minimum of 12 Philosophy courses (36 hours, excluding research hours), so students taking a full load (9 credits/semester) should expect to do at least 2 years of work in formal Philosophy courses. The supplementary Master's requires another 30 to 36 units, and the Early Modern studies option requires another 24 to 27 units, which means about two years of work in non-Philosophy courses

for a student entering our Ph.D. program without a supplementary Master's in hand. Pursuing the Early Modern course of interdisciplinary studies requires a bit less than that (24-27 hours, but students are likely to find that they also need to add foreign language study on top of that). The University minimum number of hours for a PhD arriving with a supporting Master's in hand is 64 hours, and 96 hours with the supporting Master's being earned at A&M. Students who enter our program with a supporting Master's in hand can complete our Ph.D. program in four years or in five to six years if they complete the supplementary Master's or Early Modern studies option while in our Ph.D. program.

Students entering without a master's in hand may pursue their supplementary degree or the Early Modern studies track while taking Philosophy Department courses, or take time in the middle of their Ph.D. program to pursue these courses of study. Students cannot pursue the supplementary master's or the Early Modern studies track after completing their dissertation.

The timeline to completing the Philosophy PhD within six years, for those students coming in without a supplementary Masters, is a tight one. Here is some information about, and guidance concerning, what students will be asked to do each year in order to ensure that they graduate in time. This includes meeting both Department and University requirements for completing a PhD.

PHD YEAR 1

Research:

- Focus on coursework and getting to know professors in areas of interest.
- Take courses meeting Philosophy requirements.
- Think ahead to dissertation committee – especially choosing an adviser.
- Think seriously about the supplemental MA or Early Modern track. Any decision should be made in consultation with professors you expect to have on your committee, and should be approved by the DGS.

Teaching:

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- Teaching should be observed by the professor who is Instructor of Record during your first semester of teaching.

Professional Development:

- Attend professional development workshops offered by the GPAC.

PHD YEAR 2

Research

- Continue to work on courses and to complete Philosophy area requirements
- File paperwork needed to join supplemental MA program with relevant department and with OGAPS. File with OGAPS a Petition for Change of Major, Department, or Degree Program. This will keep Philosophy as a primary degree, while studying for the Masters as a secondary degree. Alternatively, establish interdisciplinary Early Modern committee.
- Begin the supplemental MA or Early Modern Track.
- Put advisory committee together and choose an adviser.
- Discuss with your adviser and your committee what your advanced exercises will be, and

when they should be completed.

- If one advanced exercise requires pursuing a foreign language, consider a language institute over the summer. Otherwise, work on your advanced exercises over the summer.

Teaching:

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.

Professional Development:

- Attend professional development workshops offered by the GPAC.

PHD YEAR 3

Research:

- An Advanced Exercise Requirement memo of agreement should be filed with the DGS by the end of semester 5. This must be signed by you, and all the philosophy members of your advisory committee, including the committee chair.
- Work toward the completion of the supplemental MA or the Early Modern Track.
- Work toward completion of advanced exercises.
- Work with adviser to determine possibility of applying to conferences in your area of research and/or publishing.

Teaching:

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- In the summer between years 3 and 4, serve as an Instructor of Record for a lower division undergraduate course.
- When Instructor of Record, choose a faculty teaching mentor to help develop the syllabus and schedule teaching observations.

Professional Development:

- Consider taking a leadership role in GSiP.
- Attend workshops offered by the GPAC.

PHD YEAR 4

Research

- By the end of year 4, complete all Philosophy area requirements.
- Complete supplemental Masters or Early Modern Track.
- Work towards completion of Advanced Exercises.
- Take the 1-credit Teaching Practicum course.
- Apply for conferences determined to be appropriate and beneficial to your research in consultation with your adviser; and work with adviser to consider possible publications.
- File a degree plan: This must be done no later than 90 days prior to your preliminary exam and no later than the end of the semester in which you have registered for a total of 66 or more hours at Texas A&M (normally by the end of your fourth year in the program). The degree plan lists the courses used to fulfill requirements for your degree: <http://ogs.tamu.edu/current-students/submit-degree-plan/>. It must be approved by your committee, the DGS and the Department Head, and must satisfy all the Department's course requirements.
- Either in Spring or Summer of year 4, or Fall of year 5: Pass Preliminary Exam based on

dissertation proposal (must file paperwork for degree plan 90 days ahead of Preliminary Exam).

- File dissertation proposal with OGAPS after passing the Preliminary Exam. The form is available at: <http://ogaps.tamu.edu/Buttons/Forms-Information#0-AcademicProcessForms>. This must be signed by your adviser and committee members.

Teaching:

- TA for a large section of an undergraduate course, such as Logic or Engineering Ethics.
- In the summer between years 4 and 5, serve as an Instructor of Record for a lower division undergraduate course.
- Continue to work and be observed by your teaching mentor and invite your adviser to observe your teaching.
- In consultation with adviser and teaching mentor, decide which upper level undergraduate course you should teach, and work with the DGS to insure that you are able to teach it in year five.

Professional Development:

- Attend workshops offered by the GPAC, especially those related to the professionalization and the job market

YEAR 5

Research:

- Pass your preliminary exam and file your dissertation proposal, if not done during Year 4.
- Write your dissertation. Download the Thesis manual from <http://thesis.tamu.edu/> to avoid spending weeks correcting problems of form, notation and referencing etc. later.
- Complete advanced exercises, if not completed in year 4.
- Give at least one paper based on your own research at an appropriate conference determined in consultation with your adviser.
- Send at least one paper out to a peer-reviewed journal (most likely a dissertation chapter that has been revised appropriately for publication).
- Apply for dissertation fellowships once course work is complete and Preliminary Exam is passed (or before, depending).

Teaching:

- TA for section of large undergraduate class for one semester; the other semester will be a 'research' semester without teaching duties.
- Think about what you want to include in your teaching dossier.

Professional Development:

- Attend workshops offered by the GPAC.
- Over the summer between year 5 and 6, prepare materials for the job market.

YEAR 6

Research:

- **By the time you begin year 6, you must officially be 'Admitted to Candidacy' or we cannot guarantee to pay tuition.** This means you must have: satisfied the residence requirement and the continuous registration requirement; had the dissertation proposal

approved by your committee and filed with OGAPS; passed the preliminary examination; completed all formal course work (i.e. non-research hours); no I or F grades listed on your degree plan; completed the supplementary master's degree, or Early Modern Studies track, and fulfilled the Advanced Exercise agreement.

- If your dissertation turns out very differently than your original filing, you should submit a revised dissertation proposal.
- Apply to graduate in January for May graduation <http://graduation.tamu.edu>
- Complete dissertation.
- Schedule your final exam/dissertation defense or 10 working days prior to the defense, whichever comes first.
- Ideally, defend dissertation in September-October so that you can concentrate on publications and the job market. You must defend by the end of February to graduate in May, and in May to graduate in August, without paying summer tuition.
- **Submit your dissertation and approval form to the Thesis Office.** Dissertations must be uploaded via <http://thesis.tamu.edu> in PDF format. The original, hard copy of the approval form must be submitted to the Thesis Office (612 Sterling Evans Library). You will need to submit a second version corrected in the way necessary to satisfy the Thesis Office, and this may require a quick turnaround to graduates so be diligent dealing with the corrections the Thesis Office asks you to make.

Teaching:

- Sixth year students are registered as GALs (Graduate Assistant – Lecturer): see below.
- In year 6 serve as Instructor of Record on three courses, including an upper level course in your area of specialization.

Professional Development:

- Focus on job applications
- Practice job interviews eg on Skype
- Give a practice job talk in the Department.

§VII GATs, GARs and GALs

“GAT” is a TAMU employment category. It stands for “Graduate Assistant, Teaching.” Most graduate students are employed as GATs. Some students may, for periods of time, be employed as GARs (Graduate Assistant - Research); these positions are funded to support journal editors or from faculty grant funding, and are not standard forms of graduate employment in the Department. PhD students in their 6th year should be appointed as GALs: Graduate Assistant – Lecturer.

The Department of Philosophy offers GAT positions to incoming and continuing graduate students on the recommendation of the DGS, in consultation with the GPAC. The University pays for the tuition of all PhD students that are GATs (and GARs, if they are internally funded) registered in the PhD program. From 2016, the Department will pay the tuition of all incoming Master's students in Philosophy that are employed as GATs. GALs (who must have completed all requirements except their dissertation, and who are in year 6 of their PhD) are only registered for 1 credit a semester; their tuition is also covered by the Department.

Tuition covers nine credit hours of classes (normally 3 courses) a semester. Graduate students must be registered for nine credit hours for each semester that they work as GATs or GARS (and they must be in good standing as a graduate student). Graduate students may take more than nine credit hours a semester, but they will have to pay additional tuition themselves. If appointed as GATs or GARS, they are entitled to in-state tuition.

GATs are responsible for various additional student fees. The Department is usually able to help with a portion of this amount, but what we are able to cover varies from year to year.

All students who are on assistantships (at least 50% FTE) are entitled to benefits through Texas A&M Human Resources as Graduate Student Employees of Texas A&M. There is a 90 day waiting period before benefits become active. Spouses and dependents can also be covered on this health insurance, though these policies are significantly more expensive. For more information go to: <http://www.tamuinsurance.com/>

GATs normally serve as teaching assistants on large Departmental classes including Engineering Ethics and Logic, although each PhD student, later in his or her career, will have the opportunity to be Instructor of Record on their own course.

Responsibilities of GATs

Attend all lectures of your assigned courses: You should not be assigned as a GAT to a course if you cannot attend the lectures. Even in a course for which you have acted as a GAT previously, it is important that you attend all lectures. The content of lectures varies from semester to semester, and you need to know what was said in the lectures, including knowing what specific examples were used for what purposes. This will help you answer questions from students. Relatedly, always be attentive during lectures. Do not read or talk during a lecture (unless you are co-ordinating an in-lecture discussion) even if you know the material well and you have heard the lecture several times before – it gives students the wrong impression, and you might miss something about this particular lecture that would help you when working with students. If you *must* miss a lecture, let your supervising professor know ahead of time and make arrangements to catch up on what happened in the lecture that day.

Do all assigned readings on time. The first time you work a course, you should do the reading twice: once prior to attending the associated lecture, and again prior to teaching your discussion sections. When you are TA-ing a course for the second or third time, you should at least repeat the reading prior to meeting your discussion sections or beginning your grading.

Be sure that you understand the readings and lectures. If you do not understand parts of the readings or lectures, discuss these parts with your fellow GATs and your supervising professor. Try to get things cleared up before students ask related questions, but if you are not sure about the answer to a student's question, don't be afraid to say so. Everyone is asked questions they can't answer from time to time! It's better to say that you don't know than to risk misleading students, but then do get the answer and report it to the students.

Announce and keep regular office hours. All GATs must hold regularly scheduled office hours

for at least two hours per week and must be reasonably accommodating about making appointments with students whose schedules make it impossible for them to come in during regular office hours. Office hours should be kept in your assigned office on campus.

Grade assignments conscientiously and return them to students within a reasonable amount of time. When grading, work to maintain consistency, not only across the students that you grade yourself, but with the other GATs in your course. Normally, essays, exams and papers should be returned to students within two weeks. Students need to have their work returned in a timely fashion in order to improve their future performance. If you are not going to be able to return an assignment within two weeks, tell your supervising professor why and notify your students of this.

Manage your students' grades: Format your students' grades and store them using software as instructed by your supervising professor. Please note that any grade information stored on your office computer, a personal computer, or a portable storage device such as a USB memory stick must be stored in a way that meets Texas A&M System requirements concerning the protection and encryption of confidential information.

Keep all student work and records for one year: TAMU Student Rules (Part III, section 48.2) allow students to begin grade appeals up to 180 days (six months) after the end of the semester. We ask you to copy grade records to your supervising professor at the end of the semester and to keep all records and all course work not returned to students for a period of one year after the end of any class you assist or grade for. If you leave town less than a year after the end of a course, make sure that your supervising professor knows where you are leaving all of your students' unreturned work. If you discard outdated student work or grade information, you must do so in accordance with System standards of confidentiality (e.g. shred paper documents and erase computer files securely). When disposing of student records and graded work you must shred them rather than recycling or just throwing them away.

If you are a TA, prepare for and teach your weekly discussion sections: If you have to miss a section, you are responsible for making, in advance, and in consultation with your supervising professor, alternative arrangements to meet your students' needs. Normally this will mean arranging for a substitute to take your class (one of your fellow GATs, the professor, or someone else acceptable to your supervising professor). In case of an emergency, contact your professor and/or the Department office staff as soon as practicable so that they can make arrangements to meet your students' needs.

Attend meetings and contribute to course planning: Your supervising professor may hold regular meetings for course planning purposes. It's important for you to share what you are learning about student reactions to the material, teaching and testing methods, etc. Your supervising professor will appreciate this kind of feedback.

Check your official email regularly and respond to emails and phone messages: Students increasingly rely on email communication so you need to check and reply to your emails at least once per weekday. You should not discuss grades over e-mail, since this violates students' privacy. You are recommended not to forward your University e-mail to another private account.

Familiarize yourself with rules on academic misconduct and report suspected cases. At the beginning of your first semester as a GAT, you should familiarize yourself with section #20 of the TAMU Student Rules (<http://student-rules.tamu.edu/>), concerning academic misconduct (plagiarism, cheating, etc.), and the Aggie Honor System Office home page (<http://aggiehonor.tamu.edu/>) Each semester, you should discuss with your supervising professor how to spot and handle cases of plagiarism. Whenever you suspect a student of academic misconduct, you should promptly report this to your supervising professor. Do not confront the suspected student yourself. Always record in writing your reasons for suspicion and keep copies of all related evidence.

Perform other tasks assigned to you: Your supervising professor may ask you to do various other things, such as setting up the lecture hall before class, taking attendance, or proctoring exams.

Continuation of Appointment:

Your appointment as a GAT is contingent upon satisfactory fulfillment of your responsibilities and satisfactory progress in your graduate program.

Rights of GATs

Workload: GATs are on half-time appointments. This means that their workload should *average out to* over 20 hours per week. However, the workload of a professor varies across the semester, and this is also true for GATs. For instance, if you are grading for a class in which students take written exams or write papers, there will be certain weeks when you have to do more than 20 hours of work (in order to return these assignments in a timely fashion while keeping up with your other duties in the course) but others where you have relatively little work to do. Still, across the weeks, counting everything you are required to do (including attend lectures and related meetings, prepare for and teach discussion sections, do the assigned readings, keep office hours and appointments, respond to student emails and phone calls, and grade assignments), your workload as a GAT should average out to 20 hours a week or less. If you find that it does not, discuss this with your supervising professor.

Assignments: The Director of Graduate Studies will make an effort to accommodate GATs' preferences, but the Department's need to cover all the large sections of courses taught makes it impossible to give each GAT the particular assignment they would prefer. If you are thinking about asking the Director of Graduate Studies for a different assignment, please bear this in mind. Also bear in mind that it usually takes less time to work the same class a second time than to work a new class the first time. However, before graduating as a PhD student, you should have had the opportunity to teach your own class at a lower level over the summer, and in your area of specialism in your sixth year.

Feedback from teaching mentor: When serving as GAT on a large undergraduate course, the supervising professor or professors is your teaching mentor. Faculty are responsible for observing every student (a) early in the first semester they are in the classroom; (b) in the first

semester they assist in a new course; and (c) at least twice before they graduate. In addition to this, you have the right to request that your supervising professor attend some of your discussion sections and give you feedback on your pedagogy, and your professor has the right to sit in on some of your sections. You also have the right to have your professor read some of the written work you are required to grade and give you feedback on your grading, and your professor has the right to check your grading. For more information on what teaching observation means, see below.

Handling of problems: A GAT who finds the workload excessive or has other problems should take them up with the supervising professor. However, if the problem is such that the GAT would feel uncomfortable discussing it with the supervising professor, the GAT may speak to the DGS, Associate DGS, the Department Head, or another University official, as appropriate.

§VIII GRADUATE STUDENT TEACHING DEVELOPMENT POLICIES (Department Policy Agreed May 2, 2013)

A. Teaching Development Goals

Our students will have adequate mentoring and instruction to help them fulfill their TA-ing and other teaching responsibilities. In the case of PhD students, this means preparing students to teach their own courses and providing them with the opportunity to do so before going onto the job market.

B. Regular GAT Assignments and training

The DGS will keep track for each student of how their TA teaching assignments contribute to this goal, which will be achieved through the following means:

An annual meeting/training session will be held at the beginning of each academic year during which faculty instructors of record and advanced graduate students will provide guidance in the following areas to ensure new students are prepared to fulfill their GAT responsibilities:

1. Managing the housekeeping aspects of a course (e.g., photocopying, scanning, uploading items to eCampus, managing a grade book, managing student emails, etc.)
2. Maintaining an appropriate teacher-student relationship.
3. Holding office hours.
4. Managing a discussion section of material that the students should already be familiar with.

There is value in students gaining a breadth of experience, but they should not be asked to perform tasks that extend beyond the GAT responsibilities stipulated in this Handbook. Given this, faculty are also responsible for providing adequate support so that students gain exposure to new areas of experience that contribute to their development as teachers and do so at a manageable and productive pace.

C. Special GAT Assignments

Occasionally it is possible to assign GATs outside the context of very large classes such as Engineering Ethics. In these cases, significant weight should be given to the development of the graduate student teacher. Faculty who wish to be considered for special GAT assignment when available should produce a GAT proposal that describes the responsibilities and support that the

potential GAT will be given (or range thereof) and deliver it to the DGS before assignments are made. Upon an assignment being made, the faculty member shall share the GAT proposal with the GAT(s) assigned. If necessary, responsibilities and support should be clarified or modified after assignment and before the semester, with updates sent to the DGS. While the GAT proposal and the frequency with which they are updated may vary significantly from assignment to assignment, it will be expected that the GAT proposal will be on file for each course that a faculty teacher of record requests and receives a GAT. Immediately after the semester, the faculty teacher of record shall be required to evaluate how well the student carried out their responsibilities and how well the faculty teacher of record provided support. That information should be stored in a way that the GAT's experience can be taken into account when making future GAT and student teaching assignments. When GAT assignments are made, the DGS will use the faculty teacher of record's GAT proposal to ensure these assignments contribute to the GAT's development so that by the time they are asked to teach their own class they have experience of, or contribute towards, as many of the following as possible.

1. Grade a paper assignment.
2. Grade a quiz (optional).
3. Present new material to students.
4. Write a quiz.
5. Write a paper assignment.
6. Construct/design suitable in-class activities (e.g., construct discussion questions for small-group discussion).
7. Design a course.
8. Write a syllabus.

D. PHIL 240: Introduction to Logic Assignments

PHIL 240: Teaching assistants in PHIL 240, Introduction to Logic, need to be particularly good at logic and vetted by the logic teaching group (currently: Menzel, Hand, Burch, Raymond Bermudez and Easwaran), most likely after they have excelled in PHIL 641, Mathematical Logic I. Here is the current plan from the logic teaching group for vetting candidate TAs:

1. When we have admitted a new class of students (in late April), we should send them a sample final exam from PHIL 240 with a note that says: (a) developing a competence to teach logic will be valuable to them in the profession or in applying to PhD programs; (b) if they are interested in TA-ing for logic, they should be able to do well on an exam like the sample one; (c) they would also have a much easier time in PHIL 641 if they could now do well on such an exam; (d) if they do not feel comfortable with this material, they should know that they are welcome to sit on in a section of PHIL 240 when they arrive at A&M; but (e) if they are comfortable with this material, please let us know, as we are looking for teaching assistants for PHIL 240. (Usually, we only need one or two students to teach PHIL 240 in their first semester.)
2. The PHIL 641 class will now be taught during the Spring semester rather than Fall. That way, more students have time to become competent (for instance, by sitting in on 240) before taking the class.
3. Students who appear to be good candidates for being TAs for 240 (either because they

self-nominate in response to the letter described in (1) above, or because they did well in 641) are to be interviewed, if possible, by one or more of the logic professors, to assess their preparedness for the position. This means that TA assignments must not be made up at the last minute.

4. In addition to the training provided by the faculty teacher of record, as outlined in the above “teaching development goals” new students who are interested in TAing for PHIL 240 but would like additional training will be given the option to work with a student who has already TAed for PHIL 240 (or is currently TAing or teaching PHIL 240) and has volunteered to provide further guidance and mentoring regarding the course. Specifically, students interested in TAing logic will have the opportunity to shadow TA-led lab sections of PHIL 240 and request guidance on pedagogical techniques specific to teaching logic. Prior to shadowing a logic TA, however, students should already have a firm grasp on the material they will be expected to teach.

E. Teaching Development and Mentoring

Purpose:

All students will have a teaching mentor. When serving as a GAT, this is their faculty Instructor of Record, and when teaching their own course, this will be the teaching mentor they have selected. The purpose of the mentoring system is to help students learn about teaching and to improve their teaching skills and habits.

Responsibilities of teaching mentors:

Teaching mentors of GATs in large undergraduate classes are responsible for observing every student (a) early in the first semester they are in the classroom; (b) in the first semester they assist in a new course. Teaching mentors of students working as Instructors of Record should discuss the syllabus with the student prior to the beginning of the course and observe them (a) early in their first semester of teaching it and (b) at least once in each subsequent semester of teaching. Students will always have the option of being observed on request.

Format:

Mentors are required to meet with the students they observe both before and after the observation takes place, and can request to observe students if they believe it would benefit the student. Beforehand an observation, student and mentor should discuss the objectives and anticipated challenges of the lesson to come. Together, they should determine several guiding questions that will enable the observer to focus his/her feedback in a way that is especially useful to the student in improving his/her teaching. The following are examples of questions that might guide students and observers in requesting and giving feedback:

1. How does this instructor organize and manage class time? Does he/she retain students' attention and comprehension?
2. How does this instructor accomplish the learning objectives discussed prior to the class session? Is the instructor successful?
3. Is this instructor's knowledge of the content of the lesson accurate? Complete? Does it extend beyond the textbook? Does the instructor use salient examples and give clear explanations?

4. How does this instructor field questions from students? How does this instructor respond to student comments or answers to questions? How does he/she handle off-topic comments and questions?
5. Does this instructor engage the students in discussion? How does he/she facilitate interactions among students? What is the classroom environment like?
6. How does the instructor establish rapport with students? What is the character of the student-teacher relationship?
7. How is the instructor's style of presentation? What habits does the instructor have? Which habits or practices are distracting? Which are most effective?
8. How does the instructor encourage students to take responsibility for their own learning? How does he/she facilitate self-directed learning in the classroom?

During the observation, faculty should take detailed notes about the organization and execution of the class session with attention paid to the focus questions agreed upon ahead of time and anything else the professor deems relevant and helpful for the student.

Afterwards, student and observer will meet once more to evaluate together the success of the class session. Students should be invited to reflect on their performance and their students' responses. Observers should provide detailed feedback that includes positive comments and constructive criticism and suggests possible changes. Ideally, observers should provide written feedback that, with the permission of the student, can be kept on file for use in job letters.

§IX. DEPARTMENT POLICIES GOVERNING GRADUATE STUDENTS AND GATs

In addition to university- and graduate school-imposed policies spelled out in the Graduate Catalog, by the Thesis Office, etc., the Philosophy Department has created the following policies regarding graduate students and GATs.

Annual Graduate Student Review Process (PhD only):

The aim of the review process is to give graduate students a better idea of their own progress through the program, to allow the DGS and advisor to pick up on problems with teaching and progression early on, and, by doing so, to encourage timely graduation and improve teaching skills.

In the late Spring or early Summer, each student will meet with either the DGS or, if one has already been chosen, his/her main advisor. Together they will review two types of document:

1. The Annual Graduate Student Review Form, which the student will have completed and sent to the advisor in advance of the meeting. The DGS will keep a copy of this form on file.
2. Forms providing qualitative feedback on the student's work as a GAT, GAR or Graduate Instructor of Record, which will have been provided by supervising professors for the courses or research projects in question or the student's teaching mentor(s). These forms are not automatically kept on students' records. However, graduate students have the option of having their feedback forms included in their file to be drawn on for writing letters of recommendation.

Note: Teaching and GAR feedback forms will be collected by the DGS every semester. If a problem emerges in the fall semester, the DGS will not wait until the Spring meeting to address the problem, but will contact the student (or the student's main advisor) in a timely fashion.

Grades:

The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which you earn a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which you have earned a grade of D, F, or U cannot be removed from your degree plan.

Incompletes:

It is a requirement for receiving an assistantship (GAT, GAL, or GAR) that a graduate student has no more than one grade of incomplete (or F resulting from an expired incomplete) as of August 1. In exceptional circumstances, the GPAC may override this requirement.

Academic integrity:

Graduate students are required to abide by the standards of academic integrity set by the University. These include, among other things, prohibitions on cheating and plagiarism. (For more information about the honor code, see <http://aggiehonor.tamu.edu>)

An instructor who suspects academic misconduct by a graduate student has the option of (a) handing the case over to the Aggie Honor System Office (AHSO) for investigation, and, if necessary, penalty determination; or (b) determining a penalty him/herself. In case (b), the instructor is requested to inform the AHSO of the penalty, and the AHSO automatically informs the department head. Students may appeal any sanction set by an instructor to the AHSO. (See the AHSO website for details.)

The most severe penalty that an instructor can levy on his/her own is the grade of F* ("failure due to academic dishonesty") and "Honor Violation Probation." The AHSO, however, can also suspend or expel students from the university.

Instructors and the department head are also asked to inform the GPAC of any case of academic misconduct by a graduate student who is employed or otherwise funded by the Department of Philosophy. Once it has been determined that an honor violation has occurred, and any appeals to the AHSO have been resolved, the GPAC may terminate the graduate student's GAT or GAR position, or any fellowships that might have been awarded by the department. In order to make such decisions, the GPAC must first meet with the instructor and with the graduate student. Any decision by the GPAC to terminate funding may be appealed to the department head. Any termination of funding on grounds of misconduct will go into effect at the end of the semester in which the decision is finalized.

Probationary status and dismissal:

The Department has the following standards for evaluating graduate students and graduate assistants and, in certain circumstances, dismissing graduate students from the program and/or from the assistantship positions they occupy.

1. *Scholastic Deficiency*

- a. No student may be dismissed from either the M.A. or the Ph.D. program on grounds of scholastic deficiency, or deprived of support on such grounds, without a probationary period of at least a full semester.
- b. A student will automatically be deemed “scholastically deficient,” if and only if (i) the student’s grade point average falls below 3.25 either in all courses taken since admission to our graduate program or in all Philosophy courses taken as a part of the student’s degree program, or (ii) the student fails the Ph.D. preliminary examination.
- c. Students who fall into scholastic deficiency will immediately be notified in writing of their status by the Director of the student’s graduate program, and a meeting will be arranged to counsel with the student about how best to rectify the deficiency.
- d. Students who are scholastically deficient based on their GPA will have one semester to raise their GPA to an acceptable level, following which they will be subject to dismissal; students who fail the preliminary exam will have four semesters to pass the exam before being subject to dismissal.
- e. At the end of each semester, the GPAC will meet to consider cases of students then subject to dismissal. Before each meeting, each student will be provided the opportunity to offer in writing any evidence he or she considers extenuating. The student will also be accorded the opportunity to address the meeting of the GPAC at which their case is considered. The Committee will vote as to whether the student should be dismissed. Decision will be by majority. The result of this vote will be communicated in writing to the student, and will constitute a recommendation from the GPAC to the Graduate Faculty, which will then be asked to meet to consider and vote upon the case. Full documentation of the case will be provided to each member of the Graduate Faculty, including any additional information the student may wish to provide. The vote of the Graduate Faculty will constitute a recommendation to the Department Head, whose decision is final.
- f. At the end of every semester, the GPAC will solicit from the faculty any information they may wish to provide, positive or negative, about the academic performance of any graduate student. Any serious problem should be brought to the student’s attention by the appropriate Director. Faculty will be informed at the beginning of each semester that this information will be requested when the semester is ended.

2. *Failure to Perform Assistantship Duties Satisfactorily*

- a. At the beginning of each semester, the GPAC Chair will write to faculty members receiving graduate assistance that semester, informing them of the graduate students assigned to their courses. The letter will remind the faculty member of the importance of making the Assistants’ duties clear to them, and will urge that any serious or persistent deficit or failure in the performance of those duties be reported as soon as possible to the student’s Program Director.

- b. Whenever a problem is brought to a Program Director's attention, he or she will counsel with the faculty member and the student in an effort to resolve it. If the Program Director deems it necessary, he or she may ask the GPAC to recommend that the student be placed on probationary status. If the Director considers the problem serious or pressing enough to warrant immediate termination of the student's Assistantship, or dismissal from the program, these measures too may be requested. The GPAC's decision in any of these matters will be by majority vote. If the request of the Director is approved, the decision will constitute a recommendation to the Department Head.
- c. Before considering such cases, the GPAC will provide the student in question with a written statement of the complaints against him or her. Both the student and the faculty member with whom the complaint originates will be accorded the opportunity to provide the Committee with any evidence they deem pertinent to the case, and to address in person the meeting of the GPAC at which the complaint is considered. The GPAC's decision on the case will be communicated in writing to the student. If the decision is to recommend action by the Department Head, the recommendation will be forwarded to the Department Head with full documentation, including anything additional the student may wish to provide. The decision of the Department Head is final.
- d. At the end of each semester, the GPAC will consider the case of any student on probationary status for deficiency or failure in the performance of Assistantship duties. The committee will vote on whether to return the student to good standing, continue the probation, or recommend dismissal or termination of support to the Department Head.
- e. At the end of each semester, the DGS will solicit from the faculty who have had graduate assistants during that semester a brief evaluation of the performance of each student assigned to them. Where performance problems are indicated by faculty, their reports will form the basis for a counseling session between the student and the appropriate Program Director. Faculty will be informed at the beginning of each semester that this information will be requested and used this way when the semester is ended.

Applications for transfer into the Ph.D. program from the M.A. program: Master's program students may request to transfer into our PhD program, with permission of their thesis committee members and the Department Head, using the form "Petition for Change of Major, Degree, or Department" found on the OGAPS website. However, Department policy requires that the GPAC approve, by majority vote, all transfers from the MA program into the PhD program. Students wishing to transfer must provide the GPAC with the following:

1. Three letters of recommendation from faculty within our Department.
2. A writing sample consisting of a paper written for a graduate course taken in our Department.
3. A statement of purpose that explains (a) what area they would expect to write their Ph.D. dissertation on and (b) what degree they propose to use as their supporting Master's and how that degree would complement their research and/or teaching interests within philosophy.

§X GRADUATE STUDENT PROFESSIONAL DEVELOPMENT

Policy passed May 2 2013.

Graduate students should receive appropriate support in professional development from the Department. On an annual basis, this should include:

Fall Semester (early in the semester)

- **Overview of Philosophy Graduate Program:** This informational session will be aimed at both M.A. and Ph.D. students. It will provide an overview of the structure of both the M.A. and Ph.D. programs and suggest strategies for most effectively working through the programs.
- **Applying to Philosophy Ph.D. Programs:** This informational session will be aimed at M.A. students but could be beneficial to undergraduates as well. Topics to be covered include the application process and timeline, deciding on programs, preparing a personal statement, preparing a writing sample, and making the most of a campus visit.
- **Job Market Interviewing:** This informational session will be aimed at Ph.D. students who are going on the market or planning to go in the market in the near future, but it could be of interest to other graduate students as well. Topics to be covered include first round APA/phone/Skype interviews (preparing a dissertation spiel, preparing for teaching questions, etc.) and campus interviews (preparing a job talk, preparing for teaching demonstrations).

Spring Semester (later in the semester)

- **Preparing For the Job Market:** This informational session will be aimed at Ph.D. students but could be of interest to M.A. students as well. Topics to be covered include determining when one is ready to go on the market, the job application process and timeline, preparing application materials (cover letter, cv, writing sample, research statement, teaching portfolio, etc.), and what search committees are looking for at different kinds of institutions.
- **Writing a Thesis:** This informational session will be aimed at M.A. students beginning their theses but could be of interest to Ph.D. students beginning to think about their dissertations as well. Topics to be covered include choosing a topic, finding relevant literature, and writing a thesis with Ph.D. program applications or job market applications in mind.
- **Publishing and Conferencing:** This informational session will be aimed at all graduate students and will introduce them to procedures, expectations, and strategies for publishing and conferencing in philosophy.

§XI INFORMATION FOR INTERNATIONAL STUDENTS

International students should communicate with Kristine Hughes (khughes@tamu.edu) in the Department Office before they arrive regarding taking the English Language Proficiency Exam (ELPE), getting a US Social Security Number, and Employment Eligibility Certification.

English Proficiency: All international graduate students whose native language is not English must fulfill an English proficiency requirement, through either English Proficiency Verification or English Proficiency Certification. This proficiency requirement should be met early in a student's program, and it must be completed before scheduling either the final examination for the master's degree or the preliminary examination for the doctoral degree.

There are two levels of English Proficiency Status for graduate students: English Proficiency Verified and English Proficiency Certified. English Proficiency Certification is required by the State of Texas before a graduate student is eligible to serve as a graduate teaching assistant, or any other position considered to be a teaching position (e.g., GAT, instructor, lecturer, etc.). All other students must be at least English Proficiency Verified. Graduate students who have completed an equivalent English training program at an institution other than Texas A&M may request English Proficiency Verification or Certification. Verification or certification on this basis is requested through the DGS. The student should provide the DGS with documentation to support verification or certification. If the department concurs with the request, the advisor will submit a letter recommending and requesting verification or certification (with documentation attached) to the Office of Graduate Studies. The Office of Graduate Studies will determine on a case-by-case basis whether verification or certification is granted.

For more information on TAMU language requirements, please see <http://ogaps.tamu.edu/English-Language-Proficiency-Requirements>

Social Security Number: International students must obtain a U.S. Social Security number before they can be employed as graduate assistants. The necessary forms must be processed before they can receive their first paycheck, so international students should obtain the forms from consulate offices in their home countries well ahead of time.

Employment Eligibility Certification: International students must also be authorized to serve as graduate assistants through the International Student Service's (ISS) Employment Eligibility Certification (EEC) system.

§ XII. OTHER SOURCES OF SUPPORT FOR GRADUATE STUDENTS

Aside from GAT positions, our graduate program budget includes a limited amount of money to support travel by graduate students to present papers at conferences, workshops and other academic events (In 2016, this was \$500 for US travel and \$750 for international travel, including Alaska and Hawaii). To apply, send an email to the DGS with "TRAVEL REQUEST" in the subject line and the following information in the body of the email:

1. The title, dates, and location of the conference or event you plan to attend.
2. The title of the paper you will be presenting there.
3. The DGS will recommend approval (or otherwise) to the Head of Department, who will

authorize support for travel. Travel should be booked in consultation with Kristine Hughes, making use of the CONCUR system.

Other sources of funding:

The **Melbern G. Glasscock Center for Humanities Research** has several funding programs for graduate students. These include the Glasscock Graduate Research Fellowships, the Graduate Research Matching Grant, the Cushing-Glasscock Graduate Award and the Brown-Kruse Fellowships. The Glasscock Graduate Research Fellowships and the Brown-Kruse Fellowships must be applied for through the Department, which has to select one or two candidates (depending on the award) to put forward to the Glasscock Center. You should watch the philgrads list for announcement of Department deadlines to apply for these awards.

OGAPS has a variety of different funding programs for graduate student research, such as the Graduate Student Research and Presentation Program. Check these opportunities out at: <http://ogaps.tamu.edu/Buttons/Funding-Opportunities>

The **Graduate and Professional Student Council** offers competitive travel awards for graduate students at <http://www.gpsctamu.org/travel-awards.html>

Funding opportunities may also be available at the **Office of the Vice-President for Research**. Check on updated information at <http://vpr.tamu.edu/funding/fundingopps>

§XIII. GRADUATE STUDENTS IN PHILOSOPHY

Graduate Students in Philosophy (GSiP) is an organization run by the graduate students in the Philosophy Department at Texas A&M. Its primary aims are to contribute to the growth of the Philosophy Department and foster a system of support for the graduate student body. The GSiP provides the vehicle by which graduate student representatives are chosen, thereby acting as an intermediary between the department and the graduate student body and enabling a platform for the graduate student voice. It also carries on a variety of activities that are designed to promote and advance the interests of the graduate students. These activities include sponsoring and hosting workshops, lectures, professional development seminars, student-to-student mentoring, colloquia, and community outreach activities.

Once matriculating in either the MA or PhD program, a student will have gained membership into the GSiP. Membership will continue as long as an individual is actively working towards fulfilling the requirements of either curriculum. Upon becoming a member of the GSiP, one can attend GSiP meetings, participate in deliberations, vote on any issues raised during meetings, and conduct activities under the name of GSiP. There will be one mandatory meeting of the graduate students at the beginning of each school year, after which all meetings of GSiP will be held as needed while school is in session. Meetings are announced well in advance, and all graduate students are encouraged to attend. Members of the GSiP may also use the GSiP listserv (gsip@philosophy.tamu.edu) to communicate via email with the graduate student body. This listserv only includes graduate students and is frequently used to disseminate information to

members of the GSiP without holding meetings.

For information and contact details about current GSiP officers and student representatives, please see Part II of the handbook. For more information regarding the nature of each of these positions and GSiP election procedures, please consult the GSiP Guidelines.