

This handbook outlines the policies and procedures that govern the Graduate Program of the Department of Economics. It complements the [Graduate School's Academic Code](#) and the [Graduate School's Bulletin of Information](#) by providing information on policies that are specific to the Economics Graduate Program.

## Overview

To better appreciate this handbook, it is important to have the end goal in sight. The handbook outlines the curriculum and requirements that are designed to prepare students for a successful career as a Ph.D. economist. A first career step is a successful job market during the student's final year of studies. A successful job market requires several attributes in addition to a level of mastery of core economic tools and concepts. For those seeking research jobs in academia or the public sector, a polished job market paper that makes a significant contribution to the profession's body of knowledge on a topic of importance is the central tangible output. In addition, this job market paper must be supplemented by a portfolio of other publishable papers (some of which may be coauthored with faculty or students). For those seeking teaching jobs, research remains important, but experience in teaching and strong evaluations are also critical. For those seeking careers in the private sector, building up a resume or CV that signals private sector interest through summer internships is equally important. Finally, a student's portfolio of research and experience needs to be supplemented by three strong letters of recommendation from faculty advisors. For either segment of the job market, earning your advisors' appreciation of you as a dedicated and competent scholar is far more important than the grades received during the first two years of coursework in the program. Grades themselves are irrelevant for the job market and are therefore only important for internally judging competence to continue on in the program. The written dissertation and oral defense of this dissertation is the final step in earning the Ph.D. It typically consists of three related papers that ideally form a coherent whole. The final defense of the dissertation typically occurs after completion of the job market. The evaluation of the merits of a student and his/her research are typically evaluated along the way in preparation for the final defense, rather than in the final defense itself.

## Course of Study and Ph.D. Requirements

The Ph.D. program is designed as a 5-year program, although sixth-year funding is available for a limited number of students on a competitive basis as explained below. The typical year-by-year course of study is as follows:

### Summer before First Year

#### Math Camp

Economics is a quantitative social science that leans heavily on certain branches of mathematics. Since it may have been some time since entering students have had their college math courses, in the two weeks prior to the beginning of classes we run an intensive Math Camp to review the college-level math relevant to economics. Attendance is strongly recommended.

### First Year

Students are expected to meet the following requirements:

- **The Core Courses:** During the first year of study, students acquire a thorough knowledge of microeconomic theory, macroeconomic theory, and econometrics in a set of required courses referred to as the “core.” Both semesters of the first year have 4.5 credit classes in each of the three core areas:

#### Fall Semester

ECON 60101: Microeconomic Theory I

ECON 60201: Macroeconomic Theory I

ECON 60302: Econometrics I

#### Spring Semester

ECON 60102: Microeconomic Theory II

ECON 60202: Macroeconomic Theory II

ECON 60303: Econometrics II

- **Full-time status:** To be considered a “full-time” student during the first year, students need to register for 15 credits per semester. Therefore, students must also register each semester for an additional 1.5 credit course called “Special Topics” where the instructor is the Director of Graduate Studies.
- **Cumulative GPA:** The student’s cumulative GPA in the six core courses must be 3.0 or higher at the end of the first year and a grade of B+ or higher must have been received in at least two of the core courses. Further details on this policy are listed below.

- **Passing classes:** Students must pass all classes. A failing grade in a class results in immediate removal from the program.
- **Core Exams:** After the spring semester, students take comprehensive written exams in microeconomics, macroeconomics, and econometrics. These exams assess a student's command of the essential concepts and methods that are necessary to read the literature and to perform research at the disciplinary frontier. Possible outcomes of the comprehensive exams are (a) Ph.D. pass, (b) M.A. pass, and (c) fail. Students need to attain a Ph.D. pass in two out of the three exams with an M.A. pass in the third exam. Students who do not pass an exam have one opportunity for a re-take later in the summer following the first year, typically about a month after the first attempt. Failure to pass two out of the three exams at the Ph.D. level and the third exam at the Masters level results in dismissal from the program.
- **M.A. degree:** Students who obtain an M.A. pass or better on all three core exams (or a PhD pass on two out of the three exams) and meet all other requirements can apply for their M.A. degree at the end of the first year.

## Second Year

In the second year, students continue to satisfy course requirements, while beginning to undertake research. The second year has three main goals: (i) to increase the student's knowledge of a specific field within economics; (ii) to continue developing skills that are needed in their chosen field of interest; (iii) to help the students make the transition from a consumer of research to a producer of research.

Students are expected to meet the following requirements:

- **Field Courses:** Students take field courses in their second year. Each semester long course is worth 3 credits. In some semesters, half semester courses are offered that equal 1.5 credits. Students must complete a total of 18 credits in field courses (the credit equivalent of 6 full courses) by the end of their third year. Students are required to take a minimum of 12 credits during their second year. The remaining six credits can be taken in either the second or the third year, although we recommend that students take 15 credits in their second year.

Please note that the university requires second year students (and higher) to enroll in at least 9 credits per semester to be considered a "full-time" student. Being a full-time student is necessary to receive a stipend. Therefore, students need to register for additional "Special Topics" courses or seminar courses to reach their required 9 credits. These do not count towards the 18 credits of field courses.

- **Second Year Professionalization Class (Writing & Presentation in Economics):** In addition to their regular field courses, students must enroll in a 3-credit course on Writing and Presentation in Economics during the spring semester of the second year.

This course prepares students to generate ideas in their field and present their ideas. It will start the process of developing a student's third-year paper, which is required to be submitted by the end of the fall semester of the third year. This course does not count toward the 18 credits needed for field courses.

- **Third Year Paper Advisor:** During the spring semester of the second year, students must find a faculty member who will advise them on their third-year paper. It is the responsibility of the student to ask a faculty member to be their advisor. The deadline for finding a 3<sup>rd</sup> year paper advisor is May 1<sup>st</sup> of the spring semester. Please report who the advisor is to the Graduate Studies Coordinator.

It is the student's responsibility to generate possible ideas for their third-year paper. The advisor helps the student determine which of these ideas makes for a good topic. The advisor also helps the student understand the feasibility and scope of the project.

- **Research Seminars:** Research seminars are an important aspect of the Ph.D. program. The department currently offers three weekly seminars: Applied Microeconomics, Macroeconomics, and Theory. Attendance and active participation in the research seminars help students to formulate and develop their own independent research. In the second year, students are not required to register for a research seminar, but they are strongly recommended to attend at least one of them.

## Summer of Second to Third Year

Students should be actively working on their research projects, preferably in residence, with input and discussions from their third-year paper advisor.

## Third Year

In the third-year, students complete their field courses and write a third-year paper. The third-year paper is intended to be a student's start of independent research.

Students are expected to meet the following requirements:

- **Research Seminars:** Students must register for and attend one of the research seminars in applied microeconomics, macroeconomics, or theory.
- **Research workshops (brownbags):** Students must register for and attend the workshop/brownbag that is most closely related to their area of specialization. As of now, the department runs three separate brownbag/workshops including applied microeconomics, macroeconomics, and development.
- **Field Courses:** Students will complete any additional field courses that are necessary to fulfill their required 18 credits. Students may sit in or take additional courses beyond the required 18 credits at the discretion of the Director of Graduate Studies.
- **Full-time status:** Students must register for at least 9 credits per semester to be counted as a full-time student. This can be fulfilled through field courses or seminars/workshops.

- **Fall Third Year Paper Course:** In the fall semester, students must enroll in a third-year paper course. At the start of this course, students give a presentation that summarizes the progress they made on their research over the summer. Then, students give short presentations on their work throughout the semester. A rough draft of their third-year paper should be submitted by Fall Break. The course culminates with students presenting their third-year research paper to the faculty in the appropriate research group (applied micro, macro, or theory). This course does not count toward the 18 credits needed for field courses.
- **Third Year Research Paper:** Under the direction of a faculty advisor and monitored by the faculty teaching the 3rd year paper courses, students write an independent and original research paper starting in the second year and culminating in the fall semester of the third year. Faculty members evaluate the written paper as well as the presentation and defense. If students do not pass this evaluation, the faculty will outline what must be done to receive a passing mark and a timeframe in which it must be completed. Students who do not pass the third-year paper requirement the second time must leave the program. They will be granted an M.A. degree. More details on the third-year paper are discussed below.
- **Faculty adviser:** All students are required to have a faculty advisor by February 1<sup>st</sup> of the spring semester of their third year. This advisor does not need to be the same advisor as their third-year paper advisor nor the chair of their dissertation committee. However, we anticipate that this advisor will serve on the student's dissertation committee.
- **Dissertation committee:** Students are expected to find a second faculty member who will serve as part of their dissertation committee by the end of the spring semester in their third year. Additional members of the dissertation committee will be determined in year four. Students who are not able to secure two faculty members to serve on their committee in their third year will be dismissed from the program. They will be granted an M.A. degree.
- **Dissertation plan:** By the end of the spring semester, students will submit to the Director of Graduate Studies a Dissertation Plan. This plan should be designed along with the two faculty members that make up the dissertation committee. The plan is a 2-3 page document that outlines: (a) the current projects a student is working on; (b) how these will build toward a dissertation; (c) what the student hopes to accomplish in the summer between the third and fourth year. Each of the current projects should include an extended abstract to explain the economic question being addressed and how the student hopes to answer it.

## Research Paper and Presentation in the Third Year

The third-year paper and presentation are meant to demonstrate that a student possesses sufficient knowledge of methodology and literature to begin the transition to research. The qualities that make for a successful talk and paper could vary depending on the field and topic;

it is difficult to evaluate research with a rubric-like approach. Some elements likely to be found in a good third year paper include (a) a clear research question, coupled with a clear discussion of how the question could be answered (b) an understanding of how this question fits with prior research (c) an understanding of appropriate methodologies for answering this question, and a demonstrated potential for mastering these methodologies, (d) a discussion of how results could be interpreted and (e) an honest discussion of challenges and shortcomings of the proposal and the work to date.

While some third-year papers may develop into a job market paper, this need not be the case. In some cases, presenting an ambitious, early-stage project (that is acceptably well thought out) could be appropriate, and in some cases a smaller, more complete project could be fine. Faculty balance the qualities of the presentation against the inherent ambition and value of the paper. Again, the underlying concern is not to demonstrate completed mastery or completed research, but to demonstrate the potential for undertaking research.

In some cases, a replication of an existing paper, ideally with a small useful extension, could constitute a strong third year paper. Alternately, an IV-style paper that used an instrument that likely failed the exclusion restriction could also suffice, if it were coupled with, for instance, an understanding of the necessity for IV in the proposed project, the source and consequences of its flaws, and situations—even purely hypothetical ones—where these flaws could be rectified. As a third example, an ambitious proposal to collect or create a novel dataset, along with an appropriate discussion of how this data could be collected and, once collected, could be used to answer an important question in a rigorous way, could also be a satisfactory talk. These are meant as a few examples for how third year papers can be successful in ways distinct from job market talks.

## Fourth Year

In the fourth year, students continue working on their dissertation. A key component of this year is presenting their current work in the department's research workshops and seminars.

Students are expected to meet the following requirements:

- **Research Seminars:** Students must register for and attend one of the research seminars in applied microeconomics, macroeconomics, or theory.
- **Research workshops (brownbags):** Students must register for and attend the workshop/brownbag that is most closely related to their area of specialization.
- **Full-time status:** Students must register for at least 9 credits per semester to be counted as a full-time student. This can be fulfilled through registering in seminars/workshops and special topics classes.
- **Dissertation:** During the fourth year, students work on their dissertation. They must present their work at least once in their respective research workshop during the academic year.

- **Dissertation committee:** By the end of the fall semester, the student will add a third faculty member to their dissertation committee and submit this information to the Graduate Studies Coordinator.
- **Updated dissertation plan and scheduling the candidacy exam:** Students must submit to the Director of Graduate Studies an updated draft of their dissertation plan by the end of the fall semester. Students should submit the updated draft of their dissertation plan to their dissertation committee no less than two weeks before the end of the semester. Faculty on the student's dissertation committee should sign off on the plan. The updated draft should demonstrate the progress that the student has made since the end of the third year.

At the end of the fall semester, students should schedule their candidacy exam for the spring semester and submit this date to the Graduate Studies Coordinator. It is the student's responsibility to schedule the candidacy exam by organizing the date and time of the exam with the faculty on their dissertation committee. Students should be advised that scheduling the exam can be challenging during summer months as faculty are often traveling.

- **Dissertation proposal and candidacy exam:** The Graduate School requires all students to be admitted to candidacy by the end of their fourth year by passing their candidacy exam. The candidacy exam consists of both written and oral components. The written part normally precedes the oral part and is satisfied by either a written dissertation proposal or a paper that will become a chapter of the dissertation. The oral part of the exam is conducted as soon as feasible after passage of the written part, according to the rules of the Graduate School. The oral part is comprehensive and is intended to test the student's readiness for advanced research in the more specialized area(s) of their field as well as the feasibility of the specific research proposed for the dissertation. Successful passage indicates that, in the judgment of the faculty, the student has an adequate knowledge of the basic literature, problems, and research methods in their field.
- **Job market status:** If a student plans to go on the Job Market in their fifth year, then by August 1 between their fourth and fifth year they must:
  - Complete a draft of their job market paper.
  - Create a curriculum vitae.
  - Create a personal website that includes a professional looking photograph.
- **Apply for 6<sup>th</sup> year funding:** If a student does not plan to go on the job market in their 5th year, the student must obtain permission from the Director of Graduate Studies by the end of the spring semester of their fourth year. In this case, the student must apply for 6<sup>th</sup> year funding. This is a competitive process described below.

## Fifth Year and further

For the remainder of the program, students complete their dissertation research, defend their dissertation, and initiate post-dissertation research.

Students are expected to meet the following requirements:

- **Research Seminars:** Students must register for and attend one of the research seminars in applied microeconomics, macroeconomics, or theory.
- **Research workshops (brownbags):** Students must register for and attend the workshop that is most closely related to their area of specialization.
- **Full-time status:** Students must register for at least 9 credits per semester to be counted as a full-time student. This can be fulfilled through registering in seminars/workshops and special topics classes.
- **Defending the dissertation:** the formal dissertation is comprised of three chapters on a related topic as well as an oral defense of the dissertation with the dissertation committee. While each chapter is typically a separate paper, the dissertation is required to be cohesive in the sense that the dissertation should include an introduction explaining how the chapters in the dissertation are related and a conclusion that summarizes the dissertation. *Students must submit their dissertation to their committee two weeks prior to the oral defense.* The Graduate School at Notre Dame has formal guidelines on formatting the dissertation.
- **Job market (fifth year):** Students should discuss with their advisor whether they are going to go on the job market. If a student plans to go on the Job Market, then they must
  - Finish the job market paper early in the fall semester.
  - Present the job market paper in the relevant workshop early in the fall semester.
  - By September 1<sup>st</sup>, students should notify three professors (typically their committee members) that they will need to write letters of recommendation for the job market. If the student and their professors anticipate that the Graduate Studies Coordinator will need to upload the letters of recommendation for job applications, then the student is responsible for having the faculty deliver these recommendations to the Graduate Studies Coordinator by October 15<sup>th</sup>.
  - Go on the job market.
  - After the job market, complete and defend their dissertation by the end of spring semester. A checklist and timeline for scheduling the dissertation defense can be obtained from the Graduate Studies Coordinator.
- **Job market (sixth year):** If a student plans to go on the Job Market in their sixth year, then by August 1 between their fifth and sixth year they must:
  - Complete a draft of their job market paper.
  - Create a curriculum vitae.
  - Create a personal website that includes a professional-looking photograph.
- **Non-job market participants:** If a student does not plan to go on the job market in their sixth year, they must notify the Director of Graduate Studies by the end of the spring semester. Please note that departmental funding is not provided beyond the sixth year.



## **Additional Information**

### **Financial Support for Graduate Students (Years 1-5)**

Admitted Graduate Students will receive a stipend that will be paid semi-monthly during the academic year and summer.

The responsibilities of Graduate Assistants vary by seniority. Although there can be exceptions, students in their second and fifth years will typically serve as Teaching Assistants for undergraduate courses. Students in their third and fourth years will typically serve as Research Assistants. In their fourth or fifth year, a small number of students may teach their own undergraduate course. Students that are interested in teaching their own course should notify the faculty on their dissertation committee and the Director of Graduate Studies. Students will only be allowed to teach their own course if they are making satisfactory progress on their dissertations, and they can demonstrate that teaching a class is an important part of their career goals. Please note that departmental decisions about undergraduate courses are made far in advance of the semester when they are taught. Therefore, students need to be thinking well in advance.

During the first five years in the program, financial support is contingent on being in residence and fulfilling responsibilities as either a Teaching Assistant or Research Assistant. This includes summer semesters. Students who are interested in working in the private sector or government institutions (International Monetary Fund, Federal Reserve Bank, European Central Bank, etc.) may apply for internships after receiving approval from the Director of Graduate Studies. These internships often occur during the summer semester. In general, we encourage students to apply for these positions. However, if an internship is a paid position and if by taking the position the student is not fulfilling any departmental responsibilities, then the department will not pay their stipend during this period.

During a student's final year after they pass their final exam and have defended their dissertation, a student's responsibilities to the department will end with the graduation date. At this time, the department does not offer a summer stipend to those students who have graduated and are not fulfilling responsibilities to the department.

### **Financial Support for Graduate Students (Year 6)**

Financial support is available for a select number of sixth year students from the College of Arts & Letters. This is a competitive process for students within the economics department. If a student decides not to go on the job market in their fifth year, they must apply for sixth-year funding during the spring semester of their fourth year. Applications are due to the Graduate Studies Committee by April 1<sup>st</sup>. In the application process, the student will supply a current draft of the papers in their dissertation, recommendations from their committee members, a

current draft of their dissertation plan, as well as a description of what they will do if they receive sixth-year funding. The Graduate Studies Committee will meet, evaluate all the applications, and make recommendations to the Dean's Office. Decisions will be merit-based and not need-based. The Graduate Studies Committee will prioritize the applicants who they deem are most likely to be successful on the academic job market.

Students who were not selected for sixth-year funding in the spring semester of their fourth year are still eligible for sixth-year funding. In this case, students can re-apply for sixth-year funding in the spring semester of their fifth year. Applicants will submit the same materials as above. The Graduate Studies Committee emphasizes that these students should demonstrate considerable progress on their dissertation from the previous year.

### **Annual evaluations**

In September, all students will receive an annual review of their performance and progress from the Department. At the end of the spring semester, every faculty member is asked to provide an evaluation to the Director of Graduate Studies for every student with whom he or she has worked during the year. The Director of Graduate Studies will summarize the reviews into a written letter for the student. One of the main purposes of the evaluation is to provide recommendations for possible improvement.

## The Master of Arts Degree

The Department does not administer a stand-alone M.A. program but does allow students to apply for an M.A. if they choose to terminate their study in the Ph.D. program and they satisfy the requirements for the M.A. degree. This degree is typically awarded to those who successfully complete the required course work in the first-year core, who pass all of the comprehensive exams at the “M.A. pass” level (or two out of the three exams at the PhD pass level), and who meet the University requirements for the M.A. Specifically, a student must have a total of 30 credit hours of course work and maintain a cumulative GPA of at least 3.0. Students who intend to get a Ph.D. degree but would like their M.A. degree can apply at the end of the first year. Please see the Graduate Studies Coordinator for an application.

## Academic Code of the Graduate School

Please refer to the [Academic Code](#) on the Graduate School’s [website](#) for the following information:

### Grading Policy

A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D	1.000
F	0.000
I	0.000 (until Incomplete is removed)
NR	Not reported
S	Satisfactory
U	Unsatisfactory
V	Auditor
W	Discontinued with permission

Grades of C- and D are awarded in the Graduate School and are used to calculate both semester and cumulative G.P.A.; however, they will not be accepted for completion of graduate degree requirements, specific required coursework, and/or total credit hours for completion of

coursework. If a student receives lower than a grade of C in a required course, he or she must either retake the same course or its equivalent as determined by the program.

Under exceptional circumstances, a student receives the temporary grade of I when he or she has not completed the requirements for a 60000 or higher-level graduate course within the semester or summer session (See section Incomplete Coursework). No grade of I can be given for courses below the 60000 level or to graduating students in the final semester or final summer session of a terminal degree program.

The grades of S and U (Satisfactory and Unsatisfactory) are used in courses without semester credit hours, as well as in research courses, departmental seminars, colloquia, workshops, directed studies, field education, and skills courses. An S grade factors into a student's earned semester credit hours but does not factor into the computation of the G.P.A. No credit is given for a grade of U.

The grade of V (Auditor) does not have quality-points associated with it. It is the only grade available to the registered auditor. The audit must be requested before the sixth-class day of the semester. The audited class is made part of the student's permanent record, and the auditor should attend the course throughout the entire semester. The grade of V cannot be changed to a credit-earning grade. Normally, graduate students are limited to auditing a maximum of two courses per semester.

The grade of W (discontinued with permission) is given for a course that a student is allowed to drop after the last date for course discontinuance. Approval of the grade of W is granted by the associate dean for academic affairs in the Graduate School or other authorized officer.

## **Incomplete Coursework**

Students should complete the work of graduate courses at the 60000-90000 level during the regular academic term in which they are taken. This expectation of students should also guide faculty members who teach graduate courses. That is, faculty are obligated to evaluate and grade graduate work by the end of the term in which the course is offered.

A grade of "Incomplete" (I) should be given only in exceptional circumstances and only for compelling reasons. When a student receives a grade of I, he or she has 30 calendar days from when grades were due (for the semester in which the I was given) to complete the coursework. The instructor of record then has 14 calendar days to report the grade. If the coursework is not completed by this date, the grade of I will be changed permanently to a grade of F. Extensions for Incompletes require formal approval from the associate dean for academic affairs in the Graduate School. The associate dean reserves the right to seek appropriate documentation from the Office of Disability Services if a request for an extension beyond the usual 30 calendar days is made for mental or physical health reasons.

## Maintaining Good Academic Standing

Students must maintain Good Academic Standing to continue in the program. In addition to adhering to the timeline of requirements set out above, students must achieve a threshold level of academic performance in their coursework.

Immediate dismissal from the program may be triggered if the student's GPA (grade point average) for any one particular semester is below 2.5.

A student will be considered NOT in good academic standing if the student's cumulative GPA for any two consecutive semesters is below 3.0

If the student is not in good academic standing, the student has one semester to raise his or her GPA sufficiently to restore good academic standing. It is a Graduate School policy that a student must be in academic good standing to be eligible for new or continued financial support. Therefore, a student will not be eligible for new or continued financial support in the semester in which he or she is not in good academic standing. Admission to candidacy and graduation require that the cumulative GPA be at least 3.0.

Students who encounter life events that are likely to impede satisfactory progress should immediately inform the Director of Graduate Studies or Department Chair and should consider requesting a leave of absence. A leave of absence must be made before the semester in which the leave is taken, must be approved by the Graduate School, and can be taken for a maximum of two consecutive semesters. If a student is allowed to leave the University during the semester, the withdrawal procedure must be followed. Failure to return at the end of the leave results in termination from the program.

## Academic Integrity

In addition to maintaining Good Academic Standing, students must adhere to a standard of Academic Integrity. The following text from the [Academic Code](#) describes that standard:

Integrity in scholarship and research is an essential characteristic of the academic life and social structure in the University. Any activity that compromises the pursuit of truth and the advancement of knowledge besmirches the intellectual effort and may undermine confidence in the academic enterprise. A commitment to honesty is expected in all academic endeavors. Mentors and academic leaders should continuously emphasize this to students, research assistants, associates, and colleagues.

Violation of integrity in research/scholarship includes but is not limited to: plagiarism; deliberate fabrication or falsification in proposing, performing, or reporting research; or other deliberate misrepresentation in proposing, conducting, reporting, or reviewing research. Misconduct in research/scholarship does not include errors of judgment; errors in recording, selection, or analysis of data; differences in opinions involving interpretation; or conduct

unrelated to the research process. Misconduct includes practices that materially and adversely affect the integrity of scholarship and research.

Plagiarism is a form of misconduct. A person's words and ideas are his or her own; they belong to the individual and should be considered the individual's property. Those who appropriate the words and/or ideas of another, and who attempt to present them as their own without proper acknowledgement of the source, whether intentional or not, are committing plagiarism or intellectual theft. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media – must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. It is the responsibility of students to familiarize themselves with this definition of plagiarism and to learn proper citation techniques.

Any student who is found in violation of integrity in research and/or scholarship can be dismissed from the University. The appeal procedure for academic integrity can be found on the Graduate School's website at <https://graduateschool.nd.edu/>.

## **Grievance and Appeal Procedure**

Students follow the grievance and appeal procedures of the program in which they are studying. Appeals beyond the program are made directly to the dean of the Graduate School. The [Graduate Student Appeal Procedure](#) can be found on the Graduate School website.

The purpose of this procedure is to afford graduate students the opportunity to resolve complaints dealing with academic issues such as dismissal from graduate standing, placement on probationary status, denial of readmission to the same program (if the student was previously in good standing), and other program decisions that terminate or impede progress toward the degree.

This procedure is not to be used to address issues of sexual or discriminatory harassment (see grievance procedure available through the Office of Institutional Equity), of academic fraud (see the 'Academic Integrity' section of the [Graduate School Bulletin of Information](#)), or for disability related grievances (see grievance procedure available through the Office of Disability Services).

## **The Doctor of Philosophy Degree**

The goal of the University in its Ph.D. programs is to address all aspects of a student's development as he or she transitions from a student to a professional. To this end, the Graduate School expects that the student become an expert in a specific area within her or his discipline. In addition, the student should also become fully competent in the broad scope of the discipline and be able to engage with others in professional society meetings at a

sophisticated level. The student should have the capacity to think through ethical issues raised by his or her research and to weigh important implications within value systems. Finally, students should be professionally prepared so that when they assume their careers, they can do so with confidence. These goals should be reflected in the requirements for the degree.