UB PHILOSOPHY GRADUATE STUDENT HANDBOOK

Revised Oct. 2025

Welcome to graduate studies in philosophy at the University at Buffalo.

This handbook presents the Philosophy Department's rules and requirements for the Advanced Certificate in PPE and the M.A. and Ph.D. programs in philosophy. Students are responsible for being familiar with department and university rules. University-wide rules that govern all graduate programs can be found in the Graduate School's policy library. In case of conflict, university rules trump department rules.

This document will be updated periodically. Changes to the policies outlined in this document must be voted on by the philosophy faculty. Minor amendments designed to clarify meaning can be made by the department chairperson or the Director of Graduate Studies (DGS) without a departmental vote. Please contact the department chair or DGS with corrections or suggestions for improvements with this handbook.

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1. APPLYING TO THE PROGRAM

Applications are welcome from students whose philosophical interests correspond with those of our faculty members, particularly in those areas in which our department has notable strengths (e.g., PPE, applied ontology, metaphysics, and history of early modern philosophy). The online application portal can be accessed via links available on this webpage.

1.1 Philosophical background

Ph.D. program: Applicants to the Ph.D. program must have—at least—the equivalent of a minor in philosophy. A major in philosophy is not required but is highly recommended. It is recommended that prior coursework include at least one course in logic or critical thinking; at least one course in ethics; at least one course in metaphysics, epistemology, philosophy of language, philosophy of mind, or philosophy of science; and at least two courses in the history of philosophy. Applicants to the Ph.D. program must have earned at least a 3.0 GPA as an undergraduate. This condition can be waived in special cases, including: a much higher GPA in philosophy courses only, marked improvement through one's undergraduate career, or a graduate GPA at or above 3.0. The department may encourage applicants to the Ph.D. program to consider applying to the M.A. program instead when the applicant's background is deemed insufficient for acceptance into the Ph.D. program.

M.A. program: There is no formal requirement regarding the number of philosophy courses required for application to the M.A. program. It is recommended, however, that the applicant have taken some philosophy courses prior to applying. It is recommended that prior coursework include at least one course in logic or critical thinking; at least one course in ethics; at least one course in metaphysics, epistemology, philosophy of language, philosophy of mind, or philosophy of science; and at least two courses in the history of philosophy. Those who have taken very few philosophy courses might consider coming initially as a non-matriculated student (see below). Applicants to the M.A. program must have earned at least a 3.0 GPA as an undergraduate. This condition can be waived in special cases, including: a much higher GPA in philosophy courses only, marked improvement through one's undergraduate career, or a graduate GPA at or above 3.0. Students in the UB Philosophy M.A. program can apply to the Ph.D. program before completion of the M.A. program.

Non-matriculated students: Individuals interested in non-matriculated studies – i.e., taking courses without being admitted to a degree program – should submit a Graduate School admissions application, which is available here. The application should include transcripts of previous studies and a resume. Letters of recommendation and a writing sample (< 4,500 words) are recommended. Applications are approved or denied by the DGS. Students must obtain permission from the instructor of each course they intend to take. Non-matriculated students can take a maximum of 12 credits, which can later be applied to department requirements if the student is accepted into the M.A. or Ph.D. program.

1.2 Application deadlines

(i) The deadline for applying to the Ph.D. program is **Dec. 15** of the previous year. Ph.D. students are only accepted for programs starting in the fall semester.

(ii) The deadline for applying for fall entry into the M.A. program is **Apr. 15**. The deadline for spring entry into the M.A. program is **Sept. 1** of the prior year.

(iii) The deadline for application for non-matriculated students for fall entry is **June 3**.

1.3 Application materials: All applications and supporting materials must be submitted through UB's online application system. Applications for the M.A. and Ph.D. programs should include:

(a) A personal statement of 500 to 1,00 words. Please include a description of your background in philosophy and the areas of philosophy that interest you.

(b) Transcripts from all prior undergraduate and graduate coursework.

(c) Three letters of recommendation, preferably from professors who have taught you philosophy (though other letters will be accepted). The letters should provide appraisals of undergraduate work and prospects for success at the graduate level. Once you submit your application for final review, your recommenders will receive an automated email requesting that they upload their recommendation letter. Please note that your recommenders should upload their letters by the relevant deadline. You should submit your application much earlier than the deadline so as to give your recommenders time to submit.

(d) A writing sample of your philosophical work that is 3,000 to 6,000 words.

(e) GRE scores are not required but are strongly encouraged.

(f) In addition to submitting all of the above required materials, international applicants must follow the additional procedures for international student admissions found here. This requirement is automatically waived for international students who are already in the US to complete a degree program. The language requirement will not be waived for other applicants.

(g) No waivers for the application fee will be granted.

2. ACCEPTANCE INTO THE PROGRAM

2.1 Becoming acquainted with the dept.: In the spring, the department sometimes makes arrangements for admitted students to visit the philosophy department. Recently, it is more common for admitted students to be put in contact with professors whose research match students' philosophical interests, with whom aspects of the program are discussed via email and Zoom. Prospective students are also encouraged to contact current graduate students. See the department's graduate student directory for a list of graduate students and their philosophical interests.

2.2 Notification of intention to enroll

(i) Applicants to the Ph.D. program who have been offered admission must accept or reject their offers by **April 15** through the online application system.

(ii) Applicants for fall entry into M.A. program who have been offered admission must accept or reject their offers by **June 15**.

(iii) Applicants for spring entry into M.A. program who have been offered admission must accept or reject their offers by **Nov. 1**.

(iv) UB undergraduates who have been awarded provisional admission into the M.A. program must accept or reject their offers by **May 1**.

(v) Applicants who accept offers of admission should also notify the DGS by email.

2.3 Deferring admission: Students who have accepted an offer of admission may delay their start date of their entry into the program by at most one academic year. Ph.D. applicants who have been offered both admission and funding can defer their start date for one year, and their admission into the program will be guaranteed. However, funding will not be guaranteed. Such students must compete against new applicants for funding in the following admissions cycle.

2.4 Advisor assignment: The DGS will assign each new student an advisor before their first semester, who will advise them on what courses to take and other matters pertaining to the completion of their degree. Students can change their advisor after completing their second semester in the program. They must obtain the consent of the new advisor and notify the DGS and graduate administrator by email for the change to be official. Students should meet with their advisors at least once per semester, but meeting more often than this is strongly recommended.

2.5 Pre-registration consultation: Students must contact their advisors and discuss their course registration prior to the start of each term. Meetings can be conducted via email or Zoom, if necessary. Failure to consult one's advisor before classes begin will result in an automatic loss of good standing. This rule holds for every semester students are in the program.

2.6 Establishing New York State residency: The university requires funded students who are US citizens but not New York State residents to obtain New York residency as soon as possible. Such students can be considered for residency for tuition purposes after only one semester and must apply to change their residency by Jan. 15 of their first year in the program. Students who fail to do so may be billed by the university for the difference in cost between in-state and out-of-state tuition. Students should coordinate with the dept.'s graduate administrator on how to complete this application.

2.7 Orientations: All new students should attend the departmental orientation meeting that is held in the department seminar room the Friday before fall classes begin. Incoming Ph.D. students who have been awarded assistantships must also attend the Graduate School's TA orientation that is held prior to the start of the fall semester.

2.8 Responsible Conduct of Research training: All incoming Ph.D. students must complete a Responsible Conduct of Research Training course before the beginning of their first semester in the program. The university wants to make sure that all Ph.D. students understand the norms, principles, and regulations that govern responsible research. The course covers topics such as different kinds of conflicts of interest in research, common forms of research misconduct, the proper treatment of human subjects in social scientific and medical research, and how to handle identifying personal information of subjects enrolled in studies. The Responsible Conduct of Research course is offered by Collaborative Institutional Training Initiative (CITI). The course is comprised of a series of modules, each of which consists of readings and case studies and ends with a quiz covering the material. Students must complete the course with an average score of 80 percent or higher across all module quizzes. You should allow at least 90 minutes to complete the course. Students will be contacted during the summer by the dept.'s graduate administrator for instructions on accessing the course.

3. FUNDING

Applicants to our Ph.D. program are automatically considered for funding. No additional application for funding on top of the application for admission is necessary. We do not offer funding to M.A. students and generally avoid admitting Ph.D. students without funding.

3.1 Departmental assistantships: The funding package offered to almost all admitted Ph.D. students includes a tuition scholarship that completely covers the cost of tuition, an assistantship that pays $23,690 for the 2025-2026 academic year, and discounted health insurance. The stipend will increase in subsequent years. In exchange for this funding, students serve as teaching assistants (TAs), research assistants (RAs), or course instructors. However, funded Ph.D. students have no TA, RA, or teaching duties during their first year in the program.

> (i) Most funded Ph.D. students will receive 5 years of funding. Students with at least 3 years of prior graduate coursework will typically receive fewer than 5 years of funding.

> (ii) Assistantships are offered for one year at a time, and their renewal is contingent upon students making sufficient progress in the program and performing the duties associated with their assistantship sufficiently well.

> (iii) The tuition scholarship will not cover more than the 72 total credit hours required for the Ph.D.

> (iv) Students with assistantships must maintain a GPA of 3.5 or higher in order to remain funded.

3.2 New assistantship limits: In Sept., 2024, the College of Arts & Sciences enacted the following new policies for Ph.D. funding:

> Funding (in the form of Ph.D. "lines") will be reserved for **new**, full-time, incoming students who demonstrate excellence and exceptional promise for success. Returning students who have not had continuous state or RF Ph.D. funding cannot be offered state simply because a line has become available.

> Funded Ph.D. students who are on an approved and documented leave from their program shall have their lines held until they return. Should a funded student not return from an approved leave, the held line would then become available to a new incoming student.

> Ph.D. students (full-time only) shall be eligible for up to ten (10) semesters of state support (stipend, tuition, and fees) and no more than fourteen (14) semesters of funding from all sources (RF, UBF, and state).

> Two (2) additional semesters of state support (beyond ten (10)) may be available to those students who have demonstrated excellence, and where the additional support will be enough for them to finish and confer the Ph.D. Anys state support beyond the tenth (10th) semester must be approved by the Dean's office prior to any offer being made to a returning student. Approval would be based on student excellence and progress.

Funded Ph.D. students who have not made appropriate progress in their programs or who have not met academic eligibility requirements for continued funding should not be awarded funding at a later time.

So, contrary to what has been the practice in our dept., (i) students who begin the Ph.D. program without funding will no longer be eligible for funding at some later time should lines become available, and (ii) sixth-year students will no longer be eligible for funding if lines become available.

The College of Arts & Sciences also now strictly prohibits students from receiving tuition scholarship and assistantships when they do not reside in the Buffalo metro area.

3.3 Additional fellowship opportunities

(i) The UB Presidential Fellowship Program is aimed at enhancing UB's competitiveness in recruiting outstanding Ph.D. students with a top-up amount of $10,000. To be eligible, a nominee must be a new applicant to a Ph.D. must be appointed as a teaching assistant, and must have a cumulative undergraduate grade point average of 3.40 or higher. The top-up is renewable up to three additional years as long as the student is full-time, in good standing, and holds an assistantship.

(ii) Graduate School Fellowships support the recruitment of outstanding Ph.D. students with a top-up amount of $10,000. To be eligible, a nominee must be a new applicant to a Ph.D. must be appointed as a teaching assistant, and must have a cumulative undergraduate grade point average of 3.40 or higher. The top-up is renewable up to three additional years as long as the student is full-time, in good standing, and holds an assistantship.

(iii) Arthur A. Schomburg Fellowships provide a top-up amount of $12,500 to new Ph.D. students who will contribute to the diversity of the student body in the graduate program in which they will be enrolled. The top-up is renewable up to three additional years as long as the student is full-time, in good standing, and holds an assistantship. Schomburg Fellowships (also known as the SUNY Graduate Diversity Fellowship Program) are designed to direct aid to graduate students who have demonstrated academic achievement and overcome a disadvantage or other impediment to success in higher education. Candidates must be U.S. citizens or have permanent resident status, must demonstrate how they have overcome a disadvantage or other impediment to success in higher education, and must demonstrate a commitment to contributing to the diversity of the student body by facilitating and enhancing diversity, equity and inclusion efforts in their academic programs and campus activities. Even though financial need is not a requirement for program eligibility, applicants may utilize economic disadvantage as a basis for eligibility. Preference will be given to candidates who are: from a low-income background (i.e., PELL-eligible as undergraduates); were first-generation college students (i.e., students whose parents have no earned bachelor's degrees); have overcome adversity; are AmeriCorps alumni; or are veterans.

Nomination procedures: Students may not apply directly to these additional fellowships. Instead, eligible students must be formally nominated by their academic program or unit.

3.4 Summer and winter teaching: At least 4 graduate students are typically needed to teach philosophy courses (as full instructor) during the six-week summer and three-week winter sessions. These courses are typically taught online. Unlike fall and spring teaching positions, both funded and unfunded students are permitted to apply for these teaching positions. However (except in unusual circumstances) students must have taken Teaching philosophy (PHI 604) and have prior TA experience in order to be considered. Students applying to teach these summer or winter courses are advised to previously TA or audit the same course when taught by a professor, in order to familiarize themselves with the course subject and an experienced instructor's approach. Students teaching these courses must have their syllabi approved by the DGS well before the term begins. The dept. may be required to cancel summer and winter classes if there is insufficient enrollment.

3.5 Additional funding opportunities: There are occasionally funds available to pay students to grade for faculty or assist the staff in the office with clerical work. Some students may also qualify for federally funded work study positions. Short-term funding may also be available through grant money that faculty have received. Students interested in grant-funded opportunities should contact the faculty members who have received the grants for information.

4. FULL-TIME STATUS, REGISTRATION, AND LEAVES OF ABSENCE

4.1 Full-time status: Students can pursue their M.A. or Ph.D. degrees on a part-time or full-time basis. In order to be considered full-time by loan agencies or the U.S. Immigration service or for tuition award purposes, the following requirements must be satisfied.

> (i) Funded Ph.D. students must be registered for a minimum of 9 credit hours each semester, unless they have applied to candidacy.

> (ii) Unfunded Ph.D. students must be registered for a minimum of 12 credit hours each semester, unless they have applied to candidacy.

> (iii) M.A. students must be registered for a minimum of 12 credit hours each semester, unless they are working on an M.A. project.

> (iv) Ph.D. students who have applied to candidacy must be registered for a minimum of 1 credit hour each semester.

Credit hour minimums are not credit hour maximums.

4.2 Additional semesterly credits: Funded Ph.D. students are permitted to register for more than 9 credits per semester and have those credits covered by their tuition scholarships. Funded Ph.D. students who have applied to candidacy are permitted to take more than 1 credit hour per semester and have the tuition for the additional hours covered by their scholarships. However, students who wish to register for more than the minimum number of credits must inform the graduate administrator at least 60 days in advance of the beginning of a semester in which they plan to take more than 9 credits so that the graduate administrator can coordinate with the dean's office to cover the cost of the additional credits. This includes all funded PPE students, since they are required to take a 1-credit PPE writing seminar each semester on top of their regular courses. There is no form the student needs to fill out.

4.3 Continuous registration requirement: Students must register for at least one credit hour each fall and spring term until all requirements for their degrees are completed. If continuous registration is impossible at any time, the student must secure a [leave of absence](#) from the Office of the Registrar. According to the Graduate School, failure to secure a leave of absence by the end of the semester in which the leave is to begin will result in a $350 reactivation fee being assessed to the student's account when the student subsequently registers for classes. Students may not be on a leave of absence in the semester immediately preceding degree conferral. In rare circumstances, the continuous registration requirement may be waived for the semester immediately prior to degree conferral if:

> (i) The student has applied for graduation or has an approved [Ph.D. Application to CandidacyDownload pdf(822 KB)](#) on file in the Graduate School; and,

> (ii) the student will not be using any university services or faculty time; and,

> (iii) the student submitted all required conferral materials to the Graduate School *prior* to the first day of the semester.

Students may request a waiver of continuous registration by filing the Graduate Student Petition for Waiver of Continuous Registration with the Graduate School.

4.4 Advance registration: To remain in good standing, students must register for courses at least 60 days in advance of the first day of class. Failure to satisfy this requirement can result in probation or the loss of funding or other privileges. Department staff will not force-register students after the add/drop deadline simply because they failed to get around to registering. This will be done only in truly exceptional circumstances.

4.5 Leaves of absence: During their time in the graduate program, students may need to apply for a leave of absence, should the need arise. Students must follow the Graduate School's policies on requesting leaves of absence, including submitting a Graduate Student Petition for a Leave of Absence form to the DGS. Because this form has only a small space for explaining the reason a leave is being requested, students should provide a more detailed explanation further in an email to the DGS.

For funded students, any period of leave will be counted as part of the funding commitment initially given to an entering student. There can be no guarantee that funding lost through such a leave will be restored. Decisions regarding the loss of funding during the leave will be at the discretion of the DGS. Students who fail to register without the permission of the DGS will be considered on unauthorized leave and may have to reapply for admission to the program.

4.6 Parental leave: A new policy at UB allows graduate students who are parents to take up to 12 weeks of leave at full pay and without any premium costs. The leave may be taken up to 7 months after the birth or adoption of a child, by either parent. Parents who are both TAs may combine to take up to 24 weeks of leave. Students should contact Human Resources at ub-hr-leaves@buffalo.edu about how to initiate such a leave. HR will ask for a document demonstrating parentage, which could be a birth certificate or court document concerning adoption. HR will ask that the document be uploaded to this secure Box folder., but students should coordinate with HR before uploading.

5. THE SYMBOLIC LOGIC REQUIREMENT

Every incoming M.A. and Ph.D. student must either pass the symbolic logic competency exam or receive a B+ or better in an independent study (PHI 599) with a professor who is teaching PHI 215 (Symbolic logic). Previous logic courses cannot satisfy the symbolic logic requirement.

The symbolic logic competency exam will be roughly equivalent to a final exam in UB's PHI 215 (Symbolic logic). It will be offered before the beginning of the fall semester and at other times throughout the academic year as necessary.

Every incoming first-year student must take the early fall semester symbolic logic competency exam. We encourage first-year students who do not pass it to audit PHI 215 or take an independent study (PHI 599) on symbolic logic with the instructor of PHI 215 during that fall semester. Students who take an independent study will typically be required to (i) attend undergraduate lectures in PHI 215, (ii) complete all homework assignments and exams in the course, and (iii) do some extra reading and some extra problems on some homework assignments or exams.

Every first-year student who has neither passed the Exam nor received a B+ or better in an independent study in symbolic logic must take the symbolic logic competency exam every time that it is offered. If students who have not yet satisfied the requirement fail the early fall exam in their second year, then they must enroll in an independent study in symbolic logic in the fall of their second year.

6. Transfer Credits

6.1 Transfer guidelines: Students who have completed prior graduate coursework in philosophy may transfer credits toward their degree at UB. Only coursework completed with a grade of B+ or higher will be eligible for transfer. M.A. students may transfer up to 6 credit hours, and Ph.D. students may transfer up to 24. Transfer credits can satisfy up to 2 Ph.D. breadth requirements. Students should meet with their advisors to decide which credits to propose for transfer. With the assistance of their advisors, students should fill out and submit a Graduate Student Petition for Transfer Credit form to the DGS for approval during their first year in the program. Syllabi from prior coursework and transcripts showing a grade of B+ or higher on prior coursework are required. The DGS will rule on the proposal, after which the approved proposal will be forwarded to the Graduate School for final approval.

6.2 Semester equivalents for quarter credits: When transferring credits from an institution that operates on the quarter system, UB multiplies the credits by .67 to get semester equivalents. UB does not round up for transfer credits, but this rule applies to the total number of credits transferred rather than the credits for each course. In other words, if a student wants to transfer 28 quarter credits from seven 4-credit courses, 28 is multiplied by .67 to yield 18.76, which is then rounded down to 18 semester equivalents. The rounding does not happen like this: each course's 4 credits is multiplied by .67 to yield 2.68, which is rounded down to 2, and the 2 semester equivalents for each of the 7 courses are added up to yield 14.

6.3 International transfer credits: For students who have completed prior graduate coursework in Europe and would like to transfer credits toward their UB degrees, UB treats each European Credit Transfer and Accumulation System (ECTS) credit as equivalent to .5 UB credits. For international credits earned outside of Europe, calculating semester equivalents must be done on a case-by-case basis in consultation with the graduate administrator, the DGS, and the registrar's office.

6.4 Transfer credits and Ph.D. funding: It used to be the case that UB's College of Arts & Sciences (CAS) reduced the total amount of funding that funded Ph.D. students received if they transferred in credit hours from prior graduate coursework. However, even though some older offer letters stated "Any transfer credits approved for use toward your Ph.D. program will reduce the total number of credits covered by this [tuition] scholarship," this is no longer the case.

6.5 Approval of transfer credit requests: Not all transfer credit requests will be approved. A common reason for denied requests is that a prior course did not have as much philosophical content as it should have in order to count toward your Ph.D. in PHI. For example, some courses that advertise themselves as being history of philosophy courses may simply be history or literature courses that feature a little philosophical content but lack a strong philosophical focus. Another reason for denial is that some humanities disciplines count things as philosophy that are not considered to be academic philosophy on even a very broad conception of the discipline. Keep in mind that even though transferring in a number of credits is a possibility, this does not necessarily mean that it is a good idea for you to do. Your goal should be to get the best philosophical training that you can during your time at UB, and that may mean taking more rather than fewer courses.

7. ADVANCED CERTIFICATE IN PPE

The Advanced Certificate in Philosophy, Politics and Economics is a 15-credit program that offers students an opportunity to receive comprehensive training in the core formal and experimental methods that have shaped the field. Advanced Certificates are multidisciplinary certifications that can be pursued to supplement an existing graduate degree track or to complete coursework as a non-matriculated student.

7.1 Learning outcomes: By the completion of their studies in the proposed advanced certificate program in Philosophy, Politics and Economics, students are expected to demonstrate the following primary student learning outcomes:

(i) Students will demonstrate domain expertise in their chosen area of normative philosophy

(ii) Students will be capable of producing, analyzing and critiquing social science experiments

(iii) Students will gain mastery in their chosen area of formal methods

(iv) Students will be able to use models and normative philosophy to address concrete real-world problems

7.2 Curriculum

(i) Core required course:
PHI 533 Intro to PPE Methods

(ii) Normative philosophy requirement (students choose one course):
PHI 534 Contemporary Political Philosophy
PHI 540 Advanced Topics in Political Philosophy
PHI 510 Social Norms
PHI 573 History of Moral and Political Philosophy

(iii) Experimental methods requirement (students choose one course):
PHI 524 Research Methods in Experimental Philosophy
PSC 534 Text as Data
PSC 535 Experimental Design and Analysis
ECO 580 Econometrics 1

(iv) Formal Methods Requirement (students choose one course):
PHI 555 Modeling Society
PSC 533 Formal Political Theory
PSC 508 Basic Statistics for Social Sciences
PSC 531 Intermediate Statistics for Social Sciences
PSC 631 Advanced Statistics for Social Sciences
PHI 520 Philosophy of Science
PHI 527 History of Formal Methods
PHI 536 Formal Epistemology
ECO 567 Economics and Game Theory
ECO 505 Microeconomic Theory

(v) Electives (students choose one course):

      Any course listed above that is not already taken to satisfy one of the above
      requirements
      PHI 599 Independent study (on a PPE topic supervised by a PPE faculty member)

Total program credits: 15

8. M.A. PROGRAM

8.1 Required credits: M.A. students need to earn 30 credits from seminars or independent studies to obtain their degree.

8.2 Required courses: M.A. students must satisfy the symbolic logic requirement. M.A. students must register for 3 credits of M.A. Guidance (PHI 701) while working on their M.A. project.

8.3 M.A. project: M.A. students must complete a one-paper project under the supervision of a member of the philosophy faculty. The paper should be between 5,000 and 8,000 words and will typically consist of a rewritten and improved seminar paper. The project is to be completed within one semester. During that term, the student must sign up for 3 credits of M.A. Guidance (PHI 701). Only one instructor is required to approve the M.A. paper project, viz., the faculty supervisor. If the M.A. project is a rewritten version of a seminar paper, then it is advisable that the M.A. project supervisor be the same faculty member who oversaw the writing of the original seminar paper. If the instructor under whom the student wrote the first version of the paper is not available, the student can ask another professor to be the M.A. project supervisor. In such cases, the supervisor may ask to see the original instructor's comments and may require the student to follow that instructor's suggestions.

8.4 Courses taken for S/U grades: Full-time M.A. students have the option to take some courses for a grade of satisfactory (S) or unsatisfactory (U) rather than the typical A-F letter grade. Students who take courses S/U should still be required to write term papers; or if a course is primarily project-based, they should still be required to complete all course projects. However, since earning an S involves a lower grading threshold than earning an A, student work will face a somewhat more lenient grading process.

> (i) Full-time M.A. students can take at most 3 S/U credits per semester, up to a total of 6 credits.
>
> (ii) Part-time M.A. students are not permitted to take courses S/U.
>
> (iii) Full-time M.A. students who are not working on their M.A. projects are required to take at least 12 credit hours per semester. Because taking 4 graduate seminars at the same time represents a significant work load, full-time students are encouraged to take 1 course each semester on an S/U basis.
>
> (iv) Students who wish to take a graduate course on an S/U basis must submit a written request to the instructor by the last day of the second week of classes. This rule will be strictly enforced. The instructor's decision will be final and will be transmitted to the student in writing. Instructors may decline to offer their seminars as S/U without needing to offer an extensive defense of their preference.

8.5 Incompletes: Students are permitted to request an incomplete in a course only if they can provide sufficient reason for doing so and receive permission from the instructor. Instructors are not obligated to approve incompletes and can have policies that disallow them. The dept. deadline for resolving an incomplete is four weeks from the final day of the term according to the university academic calendar. Alternative deadlines (shorter or longer) may be set by the instructor based upon the reason the incomplete is being requested or individual circumstances. Having two incompletes that are not resolved within the four week time frame will result in an automatic loss of good standing.

8.6 Independent studies: M.A. students may take only 3 credits of independent studies. Exceptions may be made for those with specialized M.A. studies with the approval of their advisor and the DGS.

8.7 Applied ontology track: Applied ontologists are needed by private industry, governments, non-profit organizations, and other institutions to develop and manage large databases and directories, to model and analyze complex structures and processes, and to build systems for data and enterprise integration. Students interested in this field who wish to acquire a background in the theory and practice of applied ontology may pursue the applied ontology (AO) track within the M.A.

Students wishing to pursue the AO track should notify their advisor, the DGS, and the graduate administrator via email of their intention to do so. There is no formal application form that needs to be submitted.

Requirements for the AO track include the following.

>   **(i) Advising:** Each AO track student will be assigned an AO faculty member as their advisor.

>   **(ii) Required courses:** AO track students must complete PHI 531 (Problems in ontology) and PHI 598 (Applied ontology seminar).

>   **(iii) 8.7.3 Electives:** AO track students must complete at least 3 courses from the following list of approved elective courses. Students can substitute courses that are not listed below to satisfy the elective requirement only with the approval of their advisors.
>>   PHI 517 – Introduction to logic for advanced students
>>   PHI 520 – Philosophy of science
>>   PHI 530 – Ontological engineering
>>   PHI 547 – Formal ontology
>>   PHI 548 – Ontology for data science
>>   PHI 549 – Applied ontology
>>   PHI 550 – Spatial ontology
>>   PHI 616 – Logic for ontology
>>   PHI 634 – Topics in metaphysics and epistemology
>>   PHI 650 – Social ontology
>>   BMI 501 – Survey of biomedical informatics
>>   BMI 508 – Biomedical ontology
>>   BMI 521 – Logic programming for biomedical informatics
>>   BMI 708– Advanced topics in biomedical ontology

LIN 567 – Computational linguistics
MGS 596 – NLP in management research
MGS 628 – Data visualization
MGS 655 – Distributed computing and big data technologies
MGS 660 – Big data information management
URP 569 – GIS applications
GEO 511 – Spatial data science
GEO 595 – Database design for GIS
CSE 542 – Software engineering concepts
CSE 560 – Data models and query languages
CSE 562 – Database systems
CSE 563 – Knowledge representation

(iv) Research groups: AO track students are required to participate in regularly scheduled AO meetings, working groups, and research project teams via Zoom or similar platforms under the direction of their advisor.

(v) M.A. project: AO track students must complete an M.A. project on an AO topic under the guidance of their advisor during their final semester in the program.

8.8 Counting non-philosophy courses toward the M.A.: M.A. students need the approval of their advisors and the DGS to take any courses outside the department. M.A. students applying to take courses outside the department must demonstrate the significance of the non-philosophy course to their program of study. Students might also require the approval of the non-philosophy instructor to enroll in a non-philosophy course.

8.9 Satisfactory progress in the M.A. program

(i) Full-time students:

First year:
—Complete the symbolic logic requirement.
—Complete 24 credits of course work.

Second year:
—Complete the required 30 credits total.
—Register for 3 credits of M.A. guidance.
—Complete M.A. project.

(ii) Part-time M.A. students should pursue the completion of their degrees to the fullest of their abilities, given their circumstances. What counts as satisfactory progress for part-time students will be assessed on a case-by-case basis.

8.10 Graduate School forms and deadlines: As students near completion of the M.A., they must apply for graduation at least three and a half months in advance.

9. PH.D. PROGRAM.

9.1 Required credits: 72 credits are required for the Ph.D., 45 of which must be obtained in philosophy department seminars or independent studies. 15 of these 45 credits may be taken S/U, but the 45 credits cannot include credits taken to satisfy the symbolic logic requirement. The remaining 27 credits can be credits from additional seminars in philosophy, independent studies, dissertation guidance, PHI 604 (Teaching philosophy), and courses taken outside the department.

9.2 Counting non-philosophy courses toward the Ph.D.: Ph.D. students need the approval of their advisors and the DGS to take any courses outside the philosophy department. Ph.D. students applying to take courses outside the department must demonstrate the significance of the non-philosophy course to their program of study. Approval of the advisor and DGS must be given before enrolling. Students may also require the approval of the non-philosophy instructor to enroll in non-philosophy courses.

9.3 Seminar breadth requirements: Ph.D. students must complete and receive a grade of B or higher in **seven** philosophy seminars that include the following.

> **(i) At least one seminar in formal methods:** This can include seminars in modal logic, meta-logic, logic for applied ontology, formal semantics, decision theory, game theory, probability, statistics, experimental design, formal epistemology, computational modelling, and other formal courses in philosophy or applied ontology.

> **(ii) At least one seminar in the history of philosophy**

> **(iii) At least one seminar in metaphysics and epistemology:** This requirement is understood broadly to include philosophy of language, philosophy of mind, and philosophy of science.

> **(iv) At least one seminar in value theory:** This requirement is understood broadly to include ethics, aesthetics, philosophy of law, social philosophy, and political philosophy.

The DGS and faculty instructors will decide which philosophy seminars count toward which breadth requirement. If you are unsure, please consult with the DGS committee prior to registration. At least 4 of the seminars that satisfy the breadth requirements must be seminars taken within the UB Philosophy Department – not transfer credits or courses taken from other departments at UB. Seminar breadth requirements cannot be satisfied by independent studies or courses taken for an S/U grade.

Students may substitute a graduate-level course from outside of the philosophy department (e.g., statistics) for the formal methods seminar requirement in philosophy, with the approval of their advisors and the DGS.

9.4 Other required courses

9.4.1 Intensive writing seminar for first-year students: This course is required of all first-year Ph.D. students and is usually taken in the fall of their first year. This course has more assigned writing than the typical seminar. Faculty will rotate as instructor for the seminar. The intensive writing seminar will also satisfy one of the breadth requirements. Students in the M.A. program are not required to take the course but can enroll with the instructor's permission. The course may not be taken for an S/U grade.

9.4.2 Teaching philosophy (PHI 604): All Ph.D. students, except those pursuing the track in applied ontology (AO), must take the three-credit S/U-graded Teaching philosophy seminar (PHI 604). The course is typically offered in the spring every other year.

9.5 Language requirement: If it is determined by the student's advisor that a student needs one or more languages to become qualified in their area of specialization, the student may take courses from one of the language departments, study independently, etc. When the student feels ready, he or she is given a passage from an appropriate philosophical text to translate with a dictionary within a set time-period (1-3 hours, usually). Undergraduate foreign language courses needed for dissertations do not count toward the 72 required credits.

9.6 Courses taken for S/U grades: Full-time Ph.D. students have the option of taking up to 15 credits worth of courses for a grade of satisfactory (S) or unsatisfactory (U), rather than the typical A-F letter grade. Students who take courses S/U should still be required to write term papers; or if a course is primarily project-based, they should still be required to complete all course projects. However, since earning an S involves a lower grading threshold than earning an A, student work will face a somewhat more lenient grading process.

> (i) Funded Ph.D. students who are required to take at least 9 credit hours per semester to be considered full-time students may take up to 3 additional credits on top of these 9 required credits on an S/U basis. They may not take a portion of the 9 required credits on an S/U basis.

> (ii) Full-time, unfunded Ph.D. students who are required to take at least 12 credit hours per semester to be considered full-time may take up to 3 of these credits on an S/U basis.

> (iii) Part-time Ph.D. students are not permitted to take courses S/U.

> (iv) Students who wish to take a graduate course on an S/U basis must submit a written request to the instructor by the last day of the second week of classes. This rule will be strictly enforced. The instructor's decision will be final and will be transmitted to the student in writing. Instructors may decline to offer their seminars as S/U without needing to offer an extensive defense of their preference.

> (v) Instructors may decline to allow any students take their seminars as S/U.

> (vi) No course taken as S/U can satisfy the symbolic logic requirement or a seminar breadth requirement.

9.7 Incompletes: Students are permitted to request an incomplete in a course only if they can provide sufficient reason for doing so and receive permission from the instructor. Instructors are not obligated to approve requests for incompletes and can have policies that disallow them for all students in their courses. The dept. deadline for resolving an incomplete is four weeks from the final day of the term according to the university academic calendar. Alternative deadlines (shorter or longer) may be set by the instructor based upon the reason the incomplete is being requested or individual circumstances. Having two incompletes that are not resolved within the four week time frame will result in an automatic loss of good standing.

9.8 Qualifying paper (QP) requirement

9.8.1 Overview: All Ph.D. programs require students to perform some task that demonstrates sufficient ability to complete academic work within their discipline at a sufficiently high level in order to be approved to make the transition from early coursework to the dissertation stage. Some programs require comprehensive exams on the history of philosophy. Others require oral exams on key topics within a student's chosen area of specialization. Our program requires second-year students to submit a qualifying paper that demonstrates sufficient philosophical potential to write a successful dissertation. Your QP should be the best paper you've written at UB. Since demonstrating potential to successfully complete a Ph.D. means displaying an ability to do research, students should write about issues that are live options when viewed in light of the current literature and should take account of the most obviously relevant literature on the topic. Students have two chances to submit a sufficiently strong QP during the spring semester of their second year.

9.8.2 Originality: Qualifying papers must be papers that students have written in full during their time at UB. QPs may be term papers from graduate seminars or independent studies. Students may not submit work they have completed even in part at another institution.

9.8.3 Submission guidelines: All Ph.D. students are required to submit a qualifying paper by the Friday before the beginning of their fourth semester. Late submissions will not be accepted.

Each QP must:
>   —Be 4,500 to 6,500 words (including the abstract, footnotes, and references)
>   —Include an abstract of no more than 250 words that appears on the first page of the QP (not as a separate document) that is informative enough to provide readers with a good idea of what they will encounter in your paper
>   —Be prepared for anonymous review (no references to the author anywhere in the QP)
>   —Be submitted electronically as a Word document to the DGS by the Friday before the first week of their fourth semester
>   —Be formatted in APA style, unless written permission to use another formatting and citation style is obtained from the DGS prior to submission
>   —Follow US rather than UK spelling and punctuation conventions
>   —Feature limited use of footnotes and endnotes

In extraordinary circumstances, a student may petition to submit a QP during their first year in the Ph.D. program. Students must receive approval from their advisors and the DGS to do so. First-year students will not be permitted to submit QPs without the approval of their advisors and the DGS. Approval will not be given merely because a student would like to get the QP out of the way. Additional, overriding reasons must be given. Furthermore, receiving advisor and DGS approval does not guarantee a passing grade on the QP and does not take the place of the full QP grading process. Although an advisor will give approval only if they think the QP is likely or has the potential to pass, it is possible that the QP will not.

9.8.4 Evaluating the qualifying paper: Each QP will be evaluated by the graduate faculty for signs of the student's potential for successfully completing a dissertation. QPs will be graded by members of the graduate faculty on the following scale.

> A: Shows philosophical potential sufficient to continue in the Ph.D. program

> B: Shows philosophical potential sufficient to complete an M.A. degree, but insufficient to continue in the Ph.D. program

> C: Shows philosophical potential insufficient to complete the M.A. degree

No partial grades – e.g., A-, B+, A/B – will be given. In order for a student to be permitted to continue in the Ph.D. program, their QP must receive an A from at least half of the evaluators.

The highest grade bestowed by at least half of the evaluators determines the letter grade of a QP.

> (i) If two-thirds of the evaluators assign an A, the grade for the QP will be an A. If two-thirds assign a B, it will be a B.

> (ii) If exactly half of the evaluators assign an A, and half assign a B, the overall QP grade will be an A.

> (iii) If a QP receives 4 As, 3 Bs, and 2 Cs, the QP grade will be a B because at least half of the evaluators assigned a grade that is above a C but less than half assigned a grade that was an A.

After first round QP submissions are received, graduate faculty are given approximately four weeks to grade and comment on them. Initial grades and comments are shared among all faculty members, and faculty discuss these evaluations for approximately one week, often at a faculty meeting. Faculty are given the opportunity to change their initial grades in light of discussion, and evaluators generally give more weight to the opinions of faculty members with greater expertise on a given topic. At the end of the discussion period, a final grade is assigned to each QP, and anonymized faculty comments and individual grades are sent to students. If a first-round QP earns less than an A, faculty comments will indicate whether the student should submit a rewritten version of the QP or (less commonly) submit a completely new paper for the second round.

The threshold for earning an A on a QP is higher than that for earning an A on a seminar paper but lower than what is required for having a paper accepted for publication by a respected journal. The threshold is also lower than what is required for having a dissertation chapter approved by one's dissertation committee. If an A seminar paper has not been significantly revised and improved, there is a good chance that it will not receive a passing grade as a QP.

9.8.5 Second-round QP submissions: Students who receive either a B or a C on their first-round QP submission have the option (and are generally encouraged) to submit a revised QP later in the semester. Second-round QPs must be submitted by two weeks before the last day of the spring term. Second-round QPs should be revised and resubmitted versions of initial QPs unless students are explicitly instructed to submit entirely new papers. The grade a student receives on their second-round QP, if higher, will replace the grade for the initial QP, and will count as the student's final grade for the qualifying paper requirement. If the new grade is not higher than the initial grade, the initial grade will stand.

Students who receive a B on their first round QP but choose not to submit a second-round QP will be dismissed from the Ph.D. program at the end of the semester in which they submitted their QP but may remain in the graduate program for an additional semester in order to complete an M.A. project and any other requirements needed for the M.A. Students who receive a B on their second-round QP will be dismissed from the Ph.D. program at the end of the semester in which they submitted their QP but will also be allowed to continue in the graduate program for an additional semester to complete their M.A. project. Students should not take more than one additional semester to complete their M.A. A QP that does not receive an overall A grade cannot be submitted as an M.A. project without further revision.

Students who receive a C on their first-round QP but choose not to submit a revised QP will be dismissed from the department at the end of the semester in which they submitted their QP and will not be allowed to complete a graduate degree. Students who receive a C on their second-round QP will be dismissed from the Ph.D. program at the end of the semester in which they submitted their QP and must leave the graduate program without receiving a degree.

9.8.6 Faculty assistance with QPs: Students should consult with at least one faculty member about the seminar paper they plan to revise and submit as a QP. Ideally, students should discuss the matter with the faculty member for whom their paper was originally written. Students may ask such a faculty member to provide an additional round of comments on a revised version of their seminar paper, but they should not ask for more rounds of feedback after that. Students should ask only two other faculty members for a single round of comments each on their prospective QP.

Students who do not receive a passing grade on their first-round QP should use the anonymized faculty comments provided to them from the QP grading process as the basis for their revisions. They should not seek further input from faculty members about how to revise their QP.

Teaching faculty should not be asked for assistance with QPs (e.g., in the form of providing comments on QP drafts or advice about appropriate topics or formats), as this goes beyond the scope of their departmental duties.

9.8.7 QP topics: Students should submit QPs in the areas of specialization (AOSs) in which they plan to write their dissertations and should work with faculty who have expertise in that AOS to prepare a QP for submission.

Students planning to write dissertations in the area of philosophy, politics, and economics (PPE) should submit QPs on topics within PPE. These QPs will be graded by graduate PPE faculty. Graduate faculty working in PPE include Profs. Justin Bruner, Ryan Muldoon, Alex Oprea, and Alex Schaefer.

Students planning to write dissertations in applied ontology (AO) should submit QPs on topics within AO, and these will be graded by graduate AO faculty. Graduate AO faculty include Profs. John Beverley, Thomas Bittner, Maureen Donnelly, Regina Hurley, and Barry Smith.

Students planning to write dissertations in more traditional areas of philosophy should submit QPs in those areas. These QPs will be graded by Profs. James Beebe, Stewart Duncan, Toby Friend, David Hershenov, James Lawler, Lewis Powell, Daniel Stephens, and Neil Williams.

9.9 Mid-program M.A.: Ph.D. students may apply to receive an M.A. degree along the way to earning their Ph.D. Students who are in good standing, successfully complete 30 credits, and pass their QPs by the end of their second year are entitled to receive an M.A. on that basis. For administrative purposes, a QP that was awarded an A grade can be used (as is) as an M.A. project. In most cases, all 30 credits that count toward their M.A. can also count toward the Ph.D. Cf. the guidelines for course sharing limits described below.

Most colleges and universities require adjunct instructors to possess an M.A. degree, so it can be useful to have the M.A. Another benefit of obtaining the M.A. along the way is that unforeseen events may force a student to leave the Ph.D. program before completing their degree. Obtaining an M.A. along the way ensures that students will not leave the program empty-handed.

9.10 PPE writing seminar: All Ph.D. students pursuing an AOS in philosophy, politics, and economics (PPE) are required to take a 1-credit PPE writing seminar (PHI 550) each semester they are in the program. The course is designed to help students develop the skills they need to succeed in this interdisciplinary field. The 1-credit course should be taken on top of students' regular course load.

9.11 Applied ontology track: Applied ontologists are needed by private industry, governments, non-profit organizations, and other institutions to develop and manage large databases and directories, to model and analyze complex structures and processes, and to build systems for data and enterprise integration. Students interested in this field who wish to acquire a background in the theory and practice of applied ontology may pursue the applied ontology (AO) track within the Ph.D. program. This interdisciplinary program allows students to work with relevant faculty in computer science and engineering, geography, biomedical informatics, linguistics, and the life sciences.

Students wishing to pursue the AO track should notify their advisor, the DGS, and the graduate administrator via email of their intention to do so. There is no formal application form that needs to be submitted.

In addition to completing the general requirements that all Ph.D. students in PHI must complete, except for the Teaching PHI course requirement, students pursuing the AO track within the Ph.D. in philosophy program will also complete the following AO requirements.

(i) Advising: Each AO track student must have a core AO faculty member as their advisor. AO track students must receive advisor approval before registering for any course that will count toward completion of the AO track.

(ii) Required courses: AO track students must take the following AO courses.
- PHI 517 – Introduction to Logic for Advanced Students
- PHI 530 – Ontological Engineering
- PHI 531 – Problems in Ontology
- PHI 598 – Applied Ontology Seminar
- PHI 616 – Logic for Ontologies

(iii) Electives: AO track students must complete at least 3 courses from the following list of approved elective courses. Students can substitute courses that are not listed below to satisfy the elective requirement only with the approval of their advisor.
- PHI 520 – Philosophy of Science
- PHI 547 – Formal Ontology
- PHI 548 – Ontology for Data Science
- PHI 549 – Applied Ontology
- PHI 550 – Spatial Ontology
- PHI 634 – Topics in Metaphysics & Epistemology
- PHI 650 – Ontology of Society
- BMI 501 – Survey of Biomedical Informatics
- BMI 508 – Biomedical Ontology
- BMI 521 – Logic Programming for Biomedical Informatics
- BMI 708– Advanced Topics in Biomedical Ontology
- LIN 567 – Computational Linguistics
- MGS 596 – NLP in Management Research
- MGS 628 – Data Visualization
- MGS 655 – Distributed Computing and Big Data Technologies
- MGS 660 – Big Data Information Management
- URP 569 – GIS Applications
- GEO 511 – Spatial Data Science
- GEO 595 – Database Design for GIS
- CSE 542 – Software Engineering Concepts
- CSE 560 – Data Models and Query Languages
- CSE 562 – Database Systems
- CSE 563 – Knowledge Representation

(iv) Research groups: AO track students are required to participate in regularly scheduled AO Zoom meetings, working groups, and research project teams under the direction of their advisor.

(v) Qualifying papers: AO students should submit a QP on an AO topic.

(vi) Dissertation: AO students write topicals and dissertations on AO topics.

9.12 Application to candidacy: A dissertation candidate is supposed to be someone who has completed all of their coursework, passed their QP, and begun work on their dissertation. An application to candidacy is supposed to mark the transition from being a student who is taking courses to being a student who is writing their dissertation. For our purposes, full-time students who have not transferred any credits toward their Ph.D. should apply for candidacy at the end of their third year if they have satisfied the logic requirement, the seminar breadth requirements, the intensive-writing requirement, and passed their QP. Full-time students who have transferred in the equivalent of at least one academic year's worth of courses should apply for candidacy at the end of their second year. Students should apply for candidacy at these stages, even if they plan to take a few more courses or have not yet defended their topical.

Students apply for candidacy by filling out and obtaining the proper signatures on the ATC form, which the graduate administrator will submit to the Graduate School on their behalf. When submitting the ATC form, students should also submit an explanation of how they satisfied each of the seminar breadth requirements and the intensive-writing requirement.

Before applying to candidacy, funded Ph.D. students must be registered for a minimum of 9 credit hours each semester, and unfunded Ph.D. students must be registered for a minimum of 12 credit hours. After applying to candidacy, Ph.D. students must be registered for a minimum of 1 credit hour each semester. Credit hour minimums are not credit hour maximums.

When applying for candidacy, students should also file a Certification of Full-Time Student Status for PhD Students form, which will enable them to register for fewer than 9 credit hours and retain their full-time status during the next 2 semesters while their application to candidacy is being approved. After filling out and obtaining the proper signatures on this form, the graduate administrator will submit the form to the Graduate School on the student's behalf. If applications for candidacy were approved by Graduate School in a fairly quick fashion, this intermediate step would not be necessary. However, the ATC form states, "You should receive formal approval of your candidacy within two semesters of submitting your ATC to the Graduate School."

Upon applying for candidacy, students are required to inform the graduate administrator of how many credit hours they will take in subsequent semesters so that the proper paperwork within the dean's office can be processed to cover the tuition expenses for those credits.

9.13 Dissertations

9.13.1 Dissertation format: The default expectation is that dissertations should be written as collections of approximately four thematically related chapters (not including a brief introduction or conclusion) that can be published as stand-alone articles. Students may also write their dissertations as books whose parts only make sense within the context of a larger whole. Since the article rather than the book has been the primary unit of publication within philosophy for quite some time, most students should not try to write dissertations as books and then plan to rework their dissertation chapters into articles after their degrees are completed.

It is recommended that dissertation chapters be thematically related and written within a single area of specialization (AOS). Writing chapters that span different AOSs increases the amount of knowledge and expertise required to write the dissertation, which in turn increases the time it takes to complete the dissertation and generally lowers the quality of the dissertation.

9.13.2 Dissertation committee: A dissertation committee must consist of at least three faculty members. The chair of the committee must be a faculty member in the UB Philosophy Department. The remaining two members must come from UB but can be from outside the philosophy department. Including non-philosophy faculty on one's committee requires the approval of the committee chair. Students interested in having an outside reviewer are advised to cultivate a relationship with the professor in question long before making the request. Requests for outside readers must be approved ahead of time by the committee chair and DGS.

No faculty member is required to serve on any student's committee, even if the faculty member's research interests and expertise closely align with those of a student. A student who cannot get three members to serve on the committee will no longer be in good standing and may be dismissed from the program. Faculty members are sometimes averse to being on a committee of a student whom they have never had in a class, so it is wise to cultivate relationships with professors in anticipation of including them on dissertations committees.

9.13.3 The topical: Before officially beginning to write a dissertation, each student must submit a topical (sometimes known as a topical paper) and pass a topical defense. The topical is a written proposal that describes the student's dissertation project, is typically around 5,000 words long, and may consist of a proposed table of contents, a general overview of the project, brief of sketches of the chapters to be written, and an extensive bibliography for the dissertation. Many times, students are asked to write a complete, initial draft of one chapter as part of the topical. Students are encouraged to select an area of specialization within philosophy as early in the program as possible so that they can begin to acquire as much knowledge and understanding of that AOS and thereby prepare themselves to write a strong topical and dissertation.

Each full-time Ph.D. student should conduct an independent study during their third year with their dissertation advisor to prepare for the topical. Part-time students should modified this timeline accordingly. The independent study should involve reading widely in the subject matter to develop an area of expertise and bibliography for the dissertation. A decent (though not necessarily final) draft of the topical should ideally result from the course.

Initial drafts of topicals will be submitted to students' dissertation advisors for feedback and revised in light of that feedback. When a student's advisor determines that the topical is sufficiently strong to be shared with other members of the dissertation committee, their feedback will also be sought. Topicals almost always go through multiple drafts before they are ready for defense. A topical defense should not be scheduled unless all members of the student's committee agree that it is ready for defense.

9.13.4 The topical defense: Full-time Ph.D. students should defend their topicals by the end of their third year. Full-time students who do not pass their topical defenses by the end of their seventh semester in the program will automatically lose good standing – i.e., they will be placed on probation. Funded, full-time students who do not defend their topicals by the end of their fourth year will lose funding. Full-time students who do not pass their topical defenses by the end of their fifth year will be dismissed from the program. This timeline should be modified for part-time Ph.D. students on a case-by-case basis.

The committee chair, together with other dissertation committee members, will inform the student when the topical is ready to be defended. After receiving permission to defend a final draft of the topical, the student and the committee will agree upon a time to schedule the defense. The student should coordinate with the graduate administrator to make sure the dept. seminar room is available on the requested date and time. The student should notify the DGS and the graduate administrator of the defense at least two weeks in advance. At the time of scheduling the defense, the student should supply a pdf copy of the topical to the DGS and the graduate administrator, which the graduate administrator will make available to any interested parties.

At the defense, the student will typically give a brief presentation of the general topic, motivation, and approach of the proposed dissertation. The length of the presentation will be determined by the student's advisor. This will be followed by a series of questions from the committee and any other faculty members present, then from the audience. The purpose of the defense is to determine whether the plan for the dissertation is appropriate, the student is sufficiently qualified to complete the proposed work, and there are any modifications to the proposed plan that should be made. After the presentation and discussion, the committee will ask the student and other audience members to leave the leave while they deliberate. The student's topical must be unanimously passed by the committee to count as having passed.

If a student's committee agrees that there are significant problems with their topical, they should not agree to schedule a defense. In some cases, however, new problems with the topical may come to light or old problems may come into sharper focus during the defense, and in such cases the committee may require additional revisions to the topical. The committee may also require a second topical defense after the revisions are completed.

After each topical defense, the student's advisor should inform the DGS and the graduate administrator via email of whether the student passed the defense, and if not, of any details regarding revisions or a second defense. Beyond this email communication, there is no further paperwork that needs to completed after a topical defense.

There is no official time limit on how long a topical defense should last. However, given that the topical charts the course a student will take over the next few years, committees are encouraged not to rush the defense and to take as long as is needed.

If, during the course of working on their dissertation, the subject area of a student's doctoral thesis changes dramatically, a new topical defense will be required. If, for example, a student begins working on a dissertation in the history of early modern philosophy but decides to pursue applied ontology instead, they must write and defend a new topical. If the topic of a student's dissertation within a given subject area changes dramatically, a new topical may also be required. In addition, a change in dissertation chairs may require a new topical defense, at the discretion of the new chair.

9.13.5 Dissertation guidance credits: Each student may sign up for at most 12 credit hours of dissertation guidance. If a student at the dissertation stage will not reach the required total of 72 hours for the Ph.D. with dissertation guidance credits alone, they may sign up for independent study (PHI 599) hours with their advisor to make up the difference. They do not need to perform any additional work for these credits beyond working on their dissertation.

9.13.6 The dissertation defense: Each student must complete and defend a dissertation before receiving a Ph.D. Steps taken toward defending a dissertation include the following.

The student will write the dissertation primarily under the advisement of their dissertation committee chair. Once the chair of the dissertation committee is satisfied with the dissertation as a whole or with particular chapters within it, the student will submit the dissertation or some of its parts to the remaining members of their committee. These committee members will provide additional comments and feedback on the student's dissertation material, and the student will revise it in light of this feedback. The student cannot schedule a dissertation defense before all members of the committee have approved a final draft of the dissertation.

The smallest allowable time between a successful topical defense and a scheduled dissertation defense is one year. The smallest allowable time between the submission of the penultimate draft of the dissertation and a scheduled dissertation defense is 6 weeks. Students should aim to defend their dissertations 2 years after defending their topicals and should aim to allow at least 3 months between the submission of the penultimate draft of their dissertation and the dissertation defense. Note that even if a student thinks a draft of their dissertation is final, and even if the student and their advisor think it is in final form, other members of the committee may request additional revisions before giving final approval and agreeing to schedule a defense.

After all members of the committee approve the final draft of a dissertation, the student may proceed to a public defense of the dissertation. The student and the committee will agree upon a time to schedule the defense. The student should coordinate with the graduate administrator to make sure the dept. seminar room is available on the requested date and time. The student should notify the DGS and the graduate administrator of the defense at least two weeks in advance of the scheduled dissertation defense date. At the time of scheduling the dissertation defense, the student should supply a pdf copy of the dissertation to the DGS and the graduate administrator, which the graduate administrator will make available to any interested parties.

At the defense, the student will typically begin by giving a brief overview of the dissertation, including its main arguments, motivations, claims, and original contributions. The length of the presentation will be determined by the dissertation chair. This is followed by an examination of the content of the dissertation, in the form of a series of questions from members of the dissertation committee. After committee members have finished asking their questions, other faculty members present can also ask questions, and then members of the audience can as well. There is no official time limit on how long a dissertation defense should last. That is left to the discretion of the dissertation chair.

After the question period of the defense is concluded, everyone present at the defense, except for the dissertation committee, will be asked to leave the room so that the committee can deliberate and determine whether the student has successfully passed the defense. A student will pass the dissertation defense if and only if every member of the dissertation committee judges that both the dissertation and the public examination are acceptable. The committee may require revisions in the dissertation after the defense before it receives final approval. Once the committee has had sufficient time to deliberate, the student will be invited back into the room and informed of their verdict.

A committee may determine that a student has passed their dissertation defense but still require some revisions to the dissertation after the defense before giving final approval. If a dissertation committee agrees that there are significant problems with a dissertation, they should not agree to schedule a defense. However, in very rare cases, new problems with a dissertation may come to light or old problems may come into sharper focus through the defense process, and if these problems are significant enough, the committee may not only require revisions before final approval can be given but also require a second defense.

Other graduate students, family members, and friends are welcome to attend the dissertation defense. It is ideal if they can hang around until after the dissertation committee has completed its deliberation, so that they can be present to congratulate the student on a successful defense.

At the conclusion of a successful dissertation defense, members of the dissertation committee should sign and submit a completed M -Form to the DGS. Students should fill out this form in advance and bring it to the defense.

All faculty are 10-month employees, and many are unavailable during the summer months for defenses. Thus, students should aim to have all defenses scheduled during the school year.

10. GRADUATE INSTRUCTORS, TEACHING ASSISTANTS, AND RESEARCH ASSISTANTS

Almost all of our Ph.D. students are funded by state (rather than grant) money. In exchange for their assistantship stipend, Ph.D. students are asked serve as teaching assistants (TAs), research assistants (RAs), or course instructors. However, funded Ph.D. students have no TA, RA, or teaching duties during their first year in the program.

Most funded Ph.D. students will receive 5 years of funding. Students with at least 3 years of prior graduate coursework will typically receive fewer than 5 years of funding. Assistantships are offered for one year at a time, and their renewal is contingent upon students making sufficient progress in the program and performing the duties associated with their assistantship sufficiently well.

Ph.D. students with assistantships are contracted to work up to 20 hours per week. If a student is asked to work 8 hours per week, they are not being overworked. If a student is asked to work only 5 to 7 hours per week one semester and then asked to work 10 to 12 in a subsequent semester, the change may be unwelcome, but the total number of contracted hours should be kept in mind.

10.1 TA duties

10.1.1 Preparing for the semester: All incoming, funded Ph.D. students must attend the Graduate School's TA orientation and the departmental orientation that is held the Friday before fall classes begin. All TAs and RAs must contact the instructor that they will be assisting in the upcoming term, soon after being notified by the DGS of their TA or RA assignments and well before the first day of class. Failure to coordinate with the instructor well before the first day of class may cause the student to lose their good standing.

10.1.2 Course meetings

TAs must attend all class meetings, except in rare cases where the instructor excuses them from doing so. In case of illness, emergency, or other good reasons to miss class, TAs must notify the instructor as far in advance as possible.

TAs should arrive a few minutes before class begins, in order to be available to help instructors with pre-class tasks and to set a good example to undergraduate students. TAs should never arrive late.

TAs must assist with classroom activities and management, both during and immediately after class periods. Examples of such help include picking up homework assignments and exams, distributing handouts, monitoring small group discussions, helping to erase the board after class, and fielding students' questions after class. TAs should not bolt out of the classroom as soon as class is dismissed.

TAs should discuss expectations about their in-class contributions to class sessions with their instructor. For example, TAs should ask the instructor whether they should offer comments or examples during class that they think may be helpful. It is most common that TAs are asked not to participate in class discussions.

TAs must lead review sessions, or question and answer sessions, outside of regular class hours, if their instructors wish them to do so. TAs must guest lecture, if the instructor wishes them to do so. Instructors may require TAs to take over class if they are ill or traveling to out-of-town meetings. If a TA would like to lecture or lead a discussion during the semester, the TA should let the instructor know. Such opportunities are not guaranteed, but they are common. Lecturing or leading a class can be an important opportunity for TAs to receive feedback on their current teaching skills and may help prepare them for the job market.

10.1.3 Grading

TAs must complete all grading in a timely manner. TAs should ask instructors for deadlines to complete grading of particular assignments. TAs must provide comments on tests, papers, and other relevant assessments, except in rare cases where the professor instructs them not to do so. TAs should discuss the types of feedback their instructors wish them to give to students. TAs must follow all rubrics and other guides to grading (such as rules for point assignments) given to them by the instructor. If the instructor does not provide such guidance, the TA should ask the instructor for guidance.

TAs should not leave town or otherwise become unavailable at the end of the semester before the instructor has submitted grades for the course, unless the instructor gives them permission to do so. TAs must be available for contact between semesters to deal with any grading issues that may have arisen at the conclusion of the previous semester. TAs may need to be available after the semester ends to grade any assessments needed to resolve incompletes.

TAs must give all unreturned assessments (e.g., papers and exams) to the instructor.

10.1.4 Office hours: TAs must schedule at least 2 in-person office hours per week. They should coordinate their office hours with those of the instructor and other TAs for the course (if any), if the instructor wishes. TAs should make reasonable efforts to make special appointments to meet students who cannot attend their office hours. TAs should be available during all of their scheduled office hours, unless they are ill, have an emergency, or have the instructor's permission to change their office hours for that day or week.

10.1.5 Email communications: TAs must reply to (or at least acknowledge receipt of) all student emails promptly, ideally within 24 hours. They should discuss with their instructors whether they wish to be copied on all emails with students, or to be copied only on grade-related emails, or only on emails that require their direct attention or response. TAs should respond to all emails from their instructors promptly, ideally within 24 hours.

10.1.6 Make-up exam policy: It is normally the TA's responsibility to schedule and proctor make-up exams for their students. In the case of an emergency, where the TA cannot proctor the exam, the TA should arrange for a fellow graduate student to proctor the exam.

10.2 Duties of course instructors

Some Ph.D. students with assistantships will be asked to teach their own courses during the fall and spring semesters. Graduate instructors must have completed the Teaching philosophy (PHI 604) course and worked as a TA in order to be eligible to teach. Graduate instructors are encouraged to construct their syllabi in consultation with faculty members with experience teaching the courses in question. Students should submit syllabi for their courses to the DGS at least 60 days before the beginning of the semester. Other faculty members may be asked to provide feedback on the syllabi. Syllabi should be constructed in accord with UB's syllabus guidelines.

Graduate instructors must schedule at least 3 in-person office hours per week. They should make reasonable efforts to make special appointments to meet students who cannot attend their office hours. Instructors should be available during all of their scheduled office hours, unless they are ill, have an emergency, or announce a temporary change to their office hours for that day or week.

Graduate instructors should complete all grading in a timely manner. Instructors should provide written comments on exam questions, papers, and other assessment materials.

Graduate instructors should be available to their students after the last day of class to discuss grading issues that may have arisen.

Graduate instructors should reply to (or at least acknowledge receipt of) all student emails promptly, ideally within 24 hours. They must respond to all emails from their instructors promptly, ideally within 24 hours.

10.3 Classroom visits: When graduate students are teaching their own courses during the fall and spring semesters, faculty members of the teaching quality committee will visit their class once a semester to observe their teaching. The teaching committee will give the students notice when they will be observed in the classroom. The faculty will provide the student instructor with recommendations for improvement and will prepare a written assessment that will be given to both the student and the DGS.

10.4 Performance expectations: Graduate students are expected to perform their duties as TAs, RAs, or graduate instructors in accord with the highest professional standards. Failing to perform these duties in a satisfactory manner can lead to probation or loss of funding.

11. SATISFACTORY PROGRESS AND GOOD STANDING

11.1 Minimum GPA: All Ph.D. students must maintain a cumulative GPA of 3.2 or higher to remain in the program. Funded students must maintain a cumulative GPA of 3.5 or higher and must earn at least a 3.5 each semester in order to retain funding.

11.2 Satisfactory progress: Full-time Ph.D. students make satisfactory progress through the program by meeting the following benchmarks.

First year:
—Satisfy the symbolic logic requirement.
—Satisfy some of the seminar breadth requirements.
—Obtain at least a B grade in the intensive writing seminar.
—Pass Teaching philosophy (604), if offered (except for AO students).
—Complete 18 credits of work if full-time and funded (or 24 credits if full-time and unfunded).

Second year:
—Aim to complete seminar breadth requirements with grades of B or above.
—Pass the qualifying paper requirement.

Third year:
—Finish remaining seminar breadth and course requirements.
—Complete 45 philosophy seminar credits.
—Complete topical preparation independent study with dissertation advisor.
—Assemble a dissertation committee.
—Defend topical.

Fourth year:
—Complete at least half of the chapters of the dissertation.

Fifth year:
—Complete and defend dissertation.

In the past, the department has only rarely had students pursue a Ph.D. on a part-time basis. As this may be changing to some degree, the department will begin working on developing concrete guidelines for satisfactory progress for part-time students. In the meantime, appropriate equivalents should be substituted for the above benchmarks for part-time students.

11.3 Failure to make satisfactory progress: Full-time students who do not make satisfactory progress on their Ph.D. will lose their good standing in the department and may lose funding or be dismissed from the program.

(i) Full-time students who do not defend their topicals by the end of their seventh semester will be placed on probation.

(ii) Funded, full-time students who do not defend their topicals by the end of their fourth year will lose funding.

(iii) Full-time students who do not defend their topicals by the end of their fifth year will be dismissed from the program.

(iv) Full-time students who do not complete their dissertations within five years will be placed on probation.

(v) Full-time students who do not complete their dissertations in seven years will be dismissed from the program.

11.4 Good standing and probation: A loss of good standing means, at a minimum, that a student is placed on probation and is in danger of losing funding or other privileges or being dismissed from the program. Students who are on probation are not eligible to receive travel funding from the dept. Students who are placed on probation will receive a letter from the dept.'s Progress & Evaluation Committee outlining what they need to do to be restored to good standing and what will happen if they do not satisfy these requirements. In some egregious cases, for example plagiarism, students can lose good standing and be expelled without being placed on probation. In some of the cases described below, students can lose their good standing prior to receiving a probationary letter.

11.4.1 Failure to maintain minimum GPA: Any student whose cumulative GPA drops below 3.2 will automatically lose good standing and be placed on probation, prior to receiving a probationary letter from the Progress & Evaluation Committee. Any funded Ph.D. student who fails to earn a semesterly GPA of at least 3.5 will automatically lose good standing and be placed on probation, prior to receiving a probationary letter from the Progress & Evaluation Committee.

If a student's cumulative GPA falls below 3.2, it must be restored to a 3.2 or above by the end of the following semester. If this is mathematically impossible or close to impossible, the student at the very least needs to earn a semesterly GPA of 3.2 or above in the following 2 semesters.

If the semesterly GPA of a funded student falls below 3.5 two semesters in a row, they will automatically lose funding. If the semesterly GPA of a funded student falls below 3.5 during two non-consecutive semesters, they will retain funding only at the discretion of the Progress & Evaluation Committee.

Students who are on probation for failing to maintain the required minimum GPA may not do any of the following:

(i) Take any independent studies without the permission of the DGS

(ii) Request or receive incompletes

(iii) Take any courses on an S/U basis

The department expects students to raise their GPAs without relying upon reduced workloads or additional time to complete seminar papers.

11.4.2 More than 2 incompletes: Students automatically lose their good standing if they have more than 2 incompletes at the same time. They are automatically placed on probation prior to receiving a probationary letter from the Progress & Evaluation Committee. A student on probation for having 3 incompletes will be dismissed from the program if they accumulate an additional incomplete.

11.4.3 U grades for incompletes: Unresolved incompletes convert to U grades after one year. Any student who receives a U grade automatically loses good standing and is placed on probation prior to receiving a probationary letter from the Progress & Evaluation Committee. Any student who receives a U grade for an incomplete 2 semesters in a row will be dismissed from the program. U grades for incompletes in later semesters constitute adequate grounds for dismissal from the program, at the discretion of the Progress & Evaluation Committee.

11.4.4 Failure to perform assistantship duties adequately: Funded students who fail to perform the duties associated with their assistantship adequately will lose their good standing and may lose funding.

11.4.5 Failure to consult with advisor prior to registration: All students must contact their advisors to discuss their course registration prior to the start of each term. Meetings can be conducted via email or Zoom, if necessary. This rule holds for every semester the student is in the department.

11.5 Continuing on probation: Students who are placed on probation but do not satisfy the requirements outlined in the graduate handbook or probationary letters for being restored to good standing will be in danger of losing funding or being dismissed from the program. The longer a student remains on probation, the stronger are the grounds for loss of funding or dismissal. Remaining on probation for more than 2 semesters may be adequate grounds for dismissal.

11.6 Semi-annual student reviews: The PHI Dept.'s Progress & Evaluation Committee consists of faculty members who meet twice a year to perform reviews of all graduate students on the basis of feedback received from all faculty member. At the end of each spring semester, a meeting of all faculty is held to discuss the progress and performance of all graduate students and to address any issues or problems. After this meeting, every Ph.D. student receives a letter from the Progress & Evaluation Committee summarizing faculty assessment of their progress and performance. At the end of every fall semester, letters are sent to every first-year student; every student who is being placed on probation, currently on probation, or going off of probation; every student who had a significant performance failure in the previous semester; and any student who needs a nudge to perform better in some respects. Letters will inform students of what measures must be taken in order to restore their good standing if they are on probation or what they need to do to improve their performance in some other respect.

11.7 Grievance procedures: Grievance procedures are outlined in the Graduate School Policies and Procedures [policy library](#).

12. COURSE SHARING LIMITS

12.1 University guidelines: Credits earned at UB can be used to satisfy the requirements of more than one graduate degree program at UB. This means that most or all of the credits that count toward a student's M.A. at UB can also be counted toward their Ph.D., as long as the following course sharing limits policy from the Graduate School is followed.

> (i) At least 24 of the 30 of the credit hours needed for an M.A. degree must be earned at UB.

> (ii) At least 50% of the 72 credit hours needed for a Ph.D. must be credits that are earned at UB and that have not been applied toward any other degree.

12.2 Course sharing without transfer credits

If a student applies no transfer credits from another institution toward their UB Ph.D., 30 of the credits they earn from graduate coursework at UB can count toward their M.A., and all of these credits can in turn count toward their Ph.D. The 30 credits amount to less than 50% of the 72 total hours needed for the Ph.D., and the remaining 42 credits needed for the Ph.D. will be credits the student will earn at UB but not apply toward any other degree. For this student, 72 credit hours from coursework at UB earns them both an M.A. and a Ph.D. Note that the student does not satisfy the 50% rule above merely by virtue of earning at least 50% of their Ph.D. credits at UB. They satisfy this rule because at least 50% of them – viz., 42 – are earned at UB and not applied toward any other degree.

Suppose a student wants to earn a Master's degree from another dept. at UB and a Ph.D. in philosophy. If the Master's degree requires 30 credit hours but the 30 hours are not related to philosophy, none of them can count toward the student's Ph.D. The student will need to earn an additional 72 credits from PHI courses. However, if the 30 hours are relevant to the student's Ph.D., all of them can count toward their Ph.D. The 30 credits amount to less than 50% of the 72 total hours needed for the Ph.D., and the remaining 42 credits needed for the Ph.D. will be credits the student will earn at UB but not apply toward any other degree. For this student, 72 credit hours from coursework at UB earns them an M.A. from another dept. and a Ph.D. in philosophy. If only half of the credits earned in the completion of a Master's degree from another dept. at UB are deemed relevant to their PHI Ph.D., only these credits can count toward their Ph.D.

12.3 Course sharing with transfer credits

Suppose a student transfers 6 credits from another institution. These 6 credits can be applied both toward an M.A. in PHI from UB and toward their Ph.D. The remaining 24 credits from UB that are needed for the M.A. can also count toward their Ph.D. All 30 credits can count toward their Ph.D. because they amount to less than 50% of the 72 total hours needed for the Ph.D., and the remaining 42 credits needed for the Ph.D. will be credits the student will earn at UB but not apply toward any other degree. For this student, 66 credit hours from coursework at UB earns them both an M.A. and a Ph.D. at UB.

Alternatively, a student who transfers 6 credit hours from another institution can count them all toward their Ph.D. and receive an M.A. on the basis of 30 credits from graduate coursework at UB. All 30 credits needed for the M.A. can be applied toward the student's Ph.D. The 30 credits, together with the 6 transfer credits, amount to 50% of the 72 total hours needed for the Ph.D. The remaining 36 credits needed for the Ph.D. will be credits earned at UB but not applied toward any other degree and will amount to at least 50% of the required 72 hours. For this student, 66 credit hours from coursework at UB earns them both an M.A. and a Ph.D. This case differs from the previous one only in a minor bureaucratic way that concerns where the 6 transfer credits are applied. However, the cases are identical in terms of how many credits from the UB the student must earn for both an M.A. and a Ph.D. from UB.

Suppose a student transfers 24 credits from another institution and does not wish to earn an M.A. from UB. All 24 credits can count toward their Ph.D., since they amount to less than 50% of the 72 total hours needed for the Ph.D., and the remaining 48 credits needed for the Ph.D. will be credits the student will earn at UB but not apply toward any other degree. For this student, 48 credit hours from coursework at UB earns them a Ph.D.

Suppose a student wants to transfer 24 credits from another institution and wishes to earn both an M.A. and a Ph.D. from UB. If the student wants to earn an M.A. on the basis of 30 credits from graduate coursework at UB, they can count all 30 credits from their M.A. toward their Ph.D., **or** they can count all 24 transfer credits toward their Ph.D. However, they cannot count all 30 credits from their M.A. **and** all 24 transfer credits toward their Ph.D. because together they would add up to 75% of the 72 total hours required for the Ph.D., thereby violating the 50% rule articulated above. The student could count all 24 transfer credits and 12 of the credits from their M.A. toward their Ph.D., and the remaining 36 credits needed for the Ph.D. can come from credits earned at UB that are not applied toward any other degree. In this case, 18 of the UB credits that count toward the student's M.A. would not be able to count toward their Ph.D., but these credits would have been able to count toward their Ph.D. if they had only transferred 6 credits. Alternatively, this student could count all 30 UB credits from their M.A. toward their Ph.D., but then they would only be able to count 6 transfer credits toward their Ph.D., and they would need 36 additional credits earned at UB that are not apply toward any other degree. In this case, the other 18 transfer credits would remain unused and thus would not really be credits that are transferred. In either of these cases, 66 credit hours from coursework at UB earns the student both an M.A. and a Ph.D. from UB.

12.4 Summary: There are the following 4 basic paths through our Ph.D. program, although other variations are possible:

(i) Complete 72 credit hours at UB and earn both an M.A. and Ph.D.

(ii) Complete 66 credit hours at UB, transfer in 6 credits, and earn both an M.A. and Ph.D.

(iii) Complete 66 credit hours at UB, transfer in 24 credits, and earn both an M.A. and Ph.D.

(iv) Complete 48 credit hours at UB, transfer in 24 credits, and earn a Ph.D.

For students who enter the Ph.D. program with an M.A. from another institution, there is not much of an advantage to earning an additional M.A. at UB. For most of these students, it will be better for them to pursue the fourth route and finish their Ph.D. more quickly by earning fewer credits at UB.

13. COAUTHORSHIP POLICY

Given the collaborative nature of much recent work in philosophy and the prevalence of coauthorship in other fields, the dept. has formulated a new policy about the coauthorship of doctoral dissertations and Master's projects. Dissertations and Master's projects may be coauthored with UB faculty members, other graduate students, or collaborators outside the university as long as the following conditions are satisfied.

(i) The amount of total research effort put into a dissertation or project that is in part coauthored must be equivalent to the amount of total work the student would have completed on a single-authored dissertation or project. It is expected that a dissertation with coauthored chapters will include more chapters than a dissertation that is solely authored by the student.

(ii) An attributions page at the beginning of the dissertation or project should lay out in detail the extent of the student's specific contribution to the coauthored portions of the work. The student's dissertation or project advisor should certify that the student's contribution is sufficient and that the description of their contribution is correct.

(iii) Ideally, graduate students should be the first and primary authors on all portions of their dissertations or Master's projects. First authors are the primary persons responsible for the ideas behind the research, carrying out the research, and writing up the research. However, it is permissible for students to be secondary authors on portions of their dissertations or projects.

Special care and attention should be paid to the following issues:

(i) Advisors should ensure that students do not fail to develop sufficient research skills of their own because of undue reliance upon the research skills of their collaborators.

(ii) Attention should be paid not only to the amount or proportion of work students put into initial drafts of chapters or projects but also to the quantity of work they put into revising the research outputs, since the two may vary.

(iii) Advisors should not insist upon being listed as coauthors on student work when their role was merely advisory and does not represent a substantial contribution to the research.

(iv) Since the coauthorship of dissertations is not standard practice within academic philosophy, students and their advisors should be aware that some search committee members might look upon such coauthorship with some suspicion. Search committees might think that a body of high quality coauthored research fails to give them a sufficiently good idea of the applicant's potential as a researcher.

Advisors are not required to approve or accept coauthored dissertation chapters or M.A. projects. They may elect to require students to be the sole authors of all chapters or projects.

14. PREVIOUSLY PUBLISHED PAPERS AS DISSERTATION CHAPTERS

Articles a student has written that have been published or accepted for publication prior to the topical defense may be included as chapters in a student's dissertation with the permission of the student's advisor. However, a dissertation should consist primarily of work completed while the student is enrolled in the Ph.D. program at UB.

15. TRAVEL FUNDING

The UB Dept. of Philosophy provides financial support for Ph.D. students to travel to conferences and workshops from which they expect to benefit significantly. Travel funds can be used for transportation (flight, train, driving, taxi), lodging, and conference registration fees. Meals and per diem expenses are not covered. Applications will be accepted on a rolling basis. There are no application deadlines.

Travel funding is intended primarily for Ph.D. students to present research papers within their chosen areas of specialization at professional conferences. In some cases, funding can be used to attend specialized summer schools in students' areas of specialization. Serving as a commentator or poster presenter can also be funded, but preference will be given for presenting papers. Funding is not intended for travel to conferences that students happen to find interesting or simply to make useful contacts. Funding for merely chairing a session at a conference will not be approved.

15.1 Travel funding limits: Students may receive up to $2,000 per year in travel funding and up to $10,000 total during their time in the program. The maximum funding that will be given per trip is $1,200. These maximum amounts are not guaranteed amounts, and they do not represent annual or lifetime budgets of funds that students are given to spend as they wish. Not all requests will be approved, and some may be approved for only a portion of the requested amount.

No other humanities dept. at UB offers as much travel funding to graduate students as we do, and you are unlikely to hear about similar funding levels at philosophy departments outside the Ivy League. Furthermore, the amount of travel funding available to a single graduate student in our dept. in a single year is greater than what is available to all the PHI faculty members at area colleges Buffalo State University, Canisius University, Daemen University, and D'Youville College put together. It is unlikely that all humanities depts. at UB offer each of its faculty members an annual travel budget of $3,000.

15.2 How to apply for travel funding: Due to changes in the way that the College of Arts & Sciences handles travel reimbursements, it is no longer necessary to complete a departmental travel funding request form. To apply for funding, fill out and submit a travel pre-approval form through Concur, the online platform that UB uses to process travel reimbursements, at least 60 days in advance of travel. Instructions for doing so can be found here.

> (i) Use the 'Start a Request' function found under the 'Create' tab.
>
> (ii) List department chair Ryan Muldoon as the approver in the request header. The Concur system will automatically require the approval of both the DGS and the chair, even though only the chair is listed as the official approver.
>
> (iii) List the 'Funding Account Source' as UBF. If Concur allows you to do so, list the William Baumer Memorial Fund as the funding source. LaTonia will enter the account number for the funding source.
>
> (iv) Provide a detailed justification for your travel funding request, including details about the conference (dates and location), the organizing body, your role at the conference (e.g., speaker or poster presenter), the title of your presentation(s), how participating in the conference is relevant to your research, and your expected transportation, lodging, and conference registration expenses. Do not use unexplained acronyms and do not err on the side of brevity.
>
> (v) Attach a conference program.

15.3 Advance payment for some expenses: LaTonia can use dept. funds to pay for students' flight and registration fees, so that they don't have to pay for them and then wait to get reimbursed. However, she cannot pay for lodging expenses in advance. Students must pay for these expenses themselves and submit expense reports after travel.

15.4 How to get reimbursed: To be reimbursed for travel expenses after travel has been completed, you must assign members of the College of Arts & Sciences (CAS) Travel Team as delegates who will construct travel reimbursement expense reports on your behalf. Instructions for doing so can be found here. Save all of your receipts for travel expenses and send the documents required for your travel reimbursement (including a copy of the conference program) to cas-reimbursement-procurement@buffalo.edu within 30 days after your travel.

Students must construct and submit their own travel pre-approval requests through Concur, but the Travel Team will fill out expense reports on their behalf in Concur. Students should not fill out their own expense reports. However, students must click 'Submit Report' themselves when the Travel Team informs them that they have finished preparing an expense report.

Expense reports should not list all of expenses paid on a trip. They should list all and only those expenses for which students are requesting reimbursement. If your airfare and plane ticket have been paid by LaTonia, and you are only requesting reimbursement for the remainder of your expenses, please include in the expense report header info. about how much of your travel expenses were paid directly by the dept.

After students receive their travel reimbursements, they must send a confirmation of the final total expenditure to the DGS, since the final reimbursement amount is sometimes less than the initial requested amount. Students should also include brief reports of their conference experiences.

15.5 Summer travel: Funded Ph.D. students are not considered UB employees during the summer from approx. May 20 to Aug. 14, unless they receive a special appointment outside their assistantship. This means they will not be able to access the Concur system during the summer break for travel-related paperwork. Graduate students cannot use Concur during the summer to request funding pre-approval or reimbursement for travel that will take place during the fall or spring, and students cannot use Concur during the fall or spring (even though they can access it) for funding pre-approval or reimbursement for travel that will take place during the summer. During the summer, students should request travel funding pre-approval by filling out and submitting a departmental travel funding request form to the DGS. Students should not use this form when they are able to use Concur. Students should coordinate summer travel reimbursement with LaTonia, who will process a paper reimbursement request on their behalf.

15.6 Eligibility: Students must be in good standing in order to receive travel funding. Students who are not good department citizens may not be eligible for travel assistance funds.

15.7 Sources: Funding for graduate student travel does not come from the state, the university, or the College of Arts & Sciences (CAS) as part of the dept.'s annual budget. Neither the state, the university, nor CAS provide any dept. on campus with an annual amount of travel funding for each graduate student. The funding in our dept. comes from the private bequests of retired UB PHI professors who each donated a portion of their life savings to the dept. These funds are invested, and the dept. receives interest or dividend income from them that it can spend each year. We are not allowed to spend any portion of the principal. Since the investment market fluctuates, the amount of money the dept. receives each year varies.

Funding for graduate student travel comes primarily from the William Baumer Memorial Fund. Prof. Baumer was a long-time member of the dept. who was very active in the Faculty Senate and university life more broadly. Former professors Peter Hare and George Hourani also left the dept. large sums of money that can sometimes be used for travel. The private bequests from Profs. Baumer, Hare, Hourani, et al. all place significant restrictions on how the funds can be used. The funds are rather heavily earmarked and can only be used for the specific purposes spelled out in the wills. No other dept. on campus (or indeed on most any other campus) has a tradition of faculty giving like this.

15.8 Additional travel funding sources: Funds to support graduate student travel are also available from the university-wide Graduate Student Association. According to the GSA, they try fund all eligible graduate students who submit their applications on time at 100%. However, the amount of funding that is available each month is limited, which means that this is sometimes not possible. In instances where their monthly allocation is not sufficient to fully fund everyone who has applied, they generally reduce all applications equitably so that everyone still receives at least some financial support, but this is generally no less than 75% of the amounts requested.

Faculty members who have received grant money may also be able to fund some graduate student travel through their grants. Students interested in grant-funded travel should contact the faculty members who have received the grants for information.

16. Departmental Citizenship

Students should attend all department-wide colloquia and conferences. A distinction is made between department-wide events and events that are organized only by a subgroup of the department. Students within a subgroup or specialization (e.g., AO or PPE) should attempt events organized by members of that group. Attendance at these events is an important part of graduate education. It allows students to see how to give talks, get some practice asking questions about talks, discover what are the cutting edge issues which would make good dissertation topics, meet prominent philosophers who could be outside dissertation readers, and to support the department by helping to make invited speakers feel welcome.

The Chair and DGS will consider department citizenship when considering the provision of funding for conference and workshop travel, assigning instructors to courses, providing an extra year of funding, and when making recommendations for adjunct positions at local schools.

17. Departmental Awards

17.1 Peter Hare award for best overall paper: A cash prize is awarded to the best graduate paper in any field but ethics. Any paper or "stand alone" dissertation chapter written by a UB philosophy graduate student and completed during the previous academic year is eligible for nomination. Nominations are made by faculty. Papers co-authored by UB graduate students are eligible, but the prize money will be split rather than doubled. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

Peter H. Hare, Ph.D., was a UB Distinguished Service Professor. One could say he is still serving the department posthumously through his generosity toward the department. Through his writings and teachings, Hare left an indelible impact upon the history of American philosophy, having helped to draw the works of Charles Peirce, George H. Mead, William James, Alfred North Whitehead and John Dewey into central positions in international philosophy. Hare was the former president of several professional associations, including the New York State Chapter of the American Philosophical Association (1975-77), the Charles Sanders Peirce Society (1976), the William James Society (2006) and, from 1988-90, the Society for the Advancement of American Philosophy*).* He served as the editor of the journal of the Charles Sanders Peirce Society starting in 1974. He was very active in the American Philosophical Association where he held several positions, including member of the Board of Officers (1996-99) and ombudsman (1996-99). Colleagues called him "a man of inextinguishable pragmatism, optimism, kindness, enthusiasm, generosity and energy" and say that he will be remembered "with great affection and respect by students, fellow philosophers and people of every walk of life, from Poland and Russia, to South America to Buffalo." Hare was born in 1935 in New York City, the son of the late Jane Perry and Michael Meredith. He and began his life-long relationship with philosophy while an undergraduate at Yale University. His master's degree thesis on Whitehead remains an exemplar of multi-disciplinary integration. He earned a doctorate in philosophy at Columbia University where he specialized in Mead's metaphysics. He joined the UB Philosophy Department in 1965, was appointed full professor in 1971, and served as chair from 1971-75 and again from 1985-94. He passed away in 2008.

17.2 Peter Hare department citizenship award: A cash prize is awarded to the graduate student deemed the best department citizen. Nominations are made by faculty and staff. Examples of outstanding departmental citizenship include the following.

> —Attends and participates in departmental events (e.g., the Baumer colloquium series, Hourani lectures, Hourani and Kurtz lecture working lunches, Hourani reading groups)
> —Assists in the organization of graduate or faculty department conferences
> —Gives and attends lunchtime philosophy talks
> —Volunteers to help out with undergraduate education by participating in the undergraduate philosophy club, the ethics bowl, and mentoring undergraduates
> —Suggests ways to improve life in the department to faculty or staff
> —Aids the staff in their duties
> —Volunteers to meet with or communicate with prospective grad students
> —Actively participates in classes as a non-credit student and makes those classes more successful than they would otherwise have been
> —Promotes the department to prospective undergraduate majors and grad students
> —Serves the greater university in some capacity as a philosophy department representative
> —Is active as a representative of the philosophy department in interdisciplinary programs and attends related talks

17.3 George Hourani award for best paper in ethics: A cash prize is awarded to the best graduate paper in ethics. Any paper or stand-alone dissertation chapter written by a UB philosophy graduate student and completed during the past academic year is eligible for nomination. Nominations are made by faculty. Papers co-authored by UB graduate students are eligible, but the prize money will be divided among the authors. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

George Hourani was a long time UB philosophy professor. Hourani won a fellowship to study classics at Oxford from 1932-1936. He continued his graduate studies in Princeton's Department of Oriental Studies in 1937. Hourani received his Ph.D. in 1939. A teaching position as lecturer at the Government Arab College in Jerusalem followed where he began teaching classics, logic, and the history of philosophy. Hourani spent 1948-49 writing the first draft of his book *Ethical Value* under the guidance of the philosopher J.P. Mabbott. The book rejected non-naturalism and intuitionism in ethics and was inspired by utilitarianism. Hourani is responsible for definitive Arabic editions and translations of Ibn Rushid, better known to philosophers as Averroes – an Islamic philosopher renowned for his commentaries on Aristotle. Hourani also translated and wrote the notes for *Harmony of Religion and Philosophy* by Averroes. He joined the department in 1967 and was the chair of the department from 1976-1979. Oxford University Press published his *Islamic Rationalism: The Ethics of Ab dal Jabbar* in 1971. In 1980 he was promoted to the rank of Distinguished Professor. A festschrift in his honor, *Islamic Theology and Philosophy,* was published in 1984 by SUNY Press. He died in 1984.

17.4 Patrick and Edna Romanell award for philosophical work in naturalism: A cash prize is awarded to the best piece of graduate work in naturalism (broadly construed). Any paper or dissertation written by a UB philosophy graduate student and completed during the past academic year is eligible for nomination. Nominations are made by faculty.

Papers co-authored by UB graduate students are eligible, but the prize money will be split rather than doubled. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

Patrick Romanell was a philosopher and author of several books on critical naturalism. His wife, **Edna**, a former medical social worker, says that she and her husband shared the same thoughts on giving. "If we can afford it, let someone else benefit, too," she says. "You only live so long, and our philosophy was always to let somebody else profit, as well." Patrick Romanell died of cancer in February 2002, but his generosity continues to benefit the university.

17.5 Thomas Perry dissertation award: Awarded to the best dissertation defended in the previous year.

Thomas D. Perry was born in St. Paul, Minnesota in 1924. A graduate of the University at Buffalo's Law School, Dr. Perry served as a legal counselor to Congress and later, Bell Aerospace Corporation. He attended Columbia University, earning a Ph.D. in Philosophy in 1966. Thereafter he taught Philosophy at the University at Buffalo, where he was active in department affairs, including assisting in the development of the University's Philosophy and Law joint degree program. Dr. Perry was particularly interested in moral reasoning and legal philosophy. He published many works in such distinguished journals as *Ethics*, *The Journal of Philosophy,* and *Analysis,* as well as a book on philosophy, *Moral Autonomy and Reasonableness.* Dr. Perry had two works published posthumously in 1985, *Professional Philosophy: What It Is and Why It Matters,* and the article, "Two Domains of Rights." He died in 1982 at the young age of 58.

17.6 Outstanding TA or RA award: Each year a student is recognized for being an outstanding teaching assistant or research assistant.

17.7 Outstanding graduate instructor award: In the past, when graduate students were teaching their own courses during the fall and spring semesters on a regular basis, one graduate student per year was recognized for being an outstanding graduate student instructor. More recently, however, the College of Arts & Sciences has experienced major changes in undergraduate enrollment that have resulted in graduate students not teaching during the regular academic year. Graduate students have been teaching online, usually asynchronously, during the summer and winter sessions, but since it is more difficult to observe all graduate student teaching during this time, the award has temporarily been placed on hold.

18. ANNUAL GRADS (GRADUATE RESEARCH AND ACTIVITY DATA SYSTEM) REPORT

The university administration has recently implemented a requirement that all graduate students submit information at the end of each academic year about their scholarly activities through GRADS (Graduate Research and Activity Data System). Graduate students are required to submit these reports, even if they have not engaged in many scholarly activities that they think are worth talking about. Failure to submit GRADS reports by the end of May each year will result in loss of good standing.