

# Philosophy Graduate Handbook

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AS OF AY 2024–2025



*Preparing people to lead extraordinary lives*

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# 1 Graduate Program Overview

Loyola's graduate program in philosophy prepares students to be scholars and teachers who are grounded in the history of philosophy as well as contemporary philosophical methodologies. It supports specialization in a variety of contemporary fields and emphasizes the importance of philosophical pluralism. Our faculty represent diverse philosophical schools and perspectives, offering students a uniquely well-rounded education. We also take seriously the commitment of our Jesuit institution to social justice, providing opportunities to pursue philosophical inquiry that is socially engaged, interdisciplinary, and oriented toward the betterment of the world.

## 1.1 Graduate Degrees in Philosophy

The Philosophy Graduate Program offers the following graduate degrees:

[BA/MA in Philosophy](#)

[MA in Social Philosophy](#)

[Track 1: MA in Social Philosophy \(for non-Jesuits\)](#)

[Track 2: MA in Social Philosophy – Jesuit Scholastics Foundational Track](#)

[Track 3: MA in Social Philosophy – Jesuit Scholastics Enhanced Track](#)

[MA in Philosophy](#)

[PhD in Philosophy](#)

## 1.2 Graduate Program Learning Outcomes

The Graduate Program Learning Outcomes are available on the [Graduate Program Outcomes](#) page of the Philosophy Department website. Upon completion of the BA/MA, MA, MA in Social Philosophy, or PhD degree, students will have:

- Acquired advanced knowledge and be able to: (a) demonstrate knowledge of the history of philosophy; (b) demonstrate knowledge of perennial and contemporary issues in philosophy; and (c) demonstrate expertise in a particular area of philosophy.
- Engaged in discursive and critical thinking and be able to: (a) identify hidden presuppositions of everyday beliefs; (b) articulate and evaluate philosophical arguments; (c) consider alternative kinds of philosophical argumentation; (d) apply philosophical categories, methods, and insights to other areas of human interest, experience, or cognitive inquiry.
- Produced and disseminated scholarship and be able to: (a) frame, research, complete and defend the MA Examination or the PhD dissertation; and (b) frame, complete, and submit papers for scholarly conferences and publications (this applies especially to PhD students)
- Developed effective teaching skills and be able to (this applies especially to PhD students): (a) effectively present material; (b) create syllabi and craft a statement of teaching philosophy; (c) run an effective philosophy course; (d) Satisfy University and Department expectations of core courses and instructors.

- Developed the skills to appreciate and participate in citizenship in the academic community, in the larger community, and the world and be able to: (a) work for others for the sake of common purposes; (b) foster Jesuit ideals, including truth and justice; (c) enhance the pleasure of work in common.

## 1.3 Graduate Program Administration

### The Graduate School

All graduate programs at Loyola are housed in The Graduate School. The Graduate School oversees program budgets, student merit awards and fellowships, graduate student degree progress, degree changes, leaves of absence, degree conferral, and dismissal from the program when recommended by the academic department. The Philosophy Graduate Program is subject to all policies and procedures set forth by The Graduate School.

Please see the [faculty and staff contacts list](#) on the Graduate School website for important contacts in the Graduate School. The most important contacts for graduate students are:

- The Associate Dean of Student Academic Services, who is responsible for all student-facing matters such as degree progress, degree requirements, leaves, and academic probation.
- The Awards & Budget Manager, who is responsible for all graduate program budgets, merit awards, fellowships, and graduate student insurance.
- The Communications and Records Coordinator, who is responsible for all matters pertaining to degree conferral, graduation, and commencement.

In addition to the contact list on the Graduate School website, the current contact information for those in these positions is also available on the Philosophy Grad Program Sakai worksite.

### Graduate Program Director (GPD)

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

Please see the [Department Administration](#) page of the Philosophy Department website for the GPD's contact information. GPD office hours and additional contact information will be posted on the Graduate Program Sakai worksite at the beginning of each academic year.

### Graduate Administrative Assistant

The Graduate Administrative Assistant assists with the administration of the graduate program. This includes assisting the GPD with the day-to-day operations of the graduate program, enrolling graduate students on LOCUS each semester, updating the department website

(especially the graduate program website), tracking and maintaining important program data, and assisting with events and programming related to the graduate program.

Please see the [Department Administration](#) page of the Philosophy Department website for the Graduate Administrative Assistant's contact information.

## **Graduate Committees**

The following faculty committees work in consultation with the GPD, the Graduate School, and the Philosophy Department to administer the philosophy graduate programs. The primary contact person for each committee will be posted on the Philosophy Graduate Program Sakai worksite at the beginning of each academic year.

### **GPAC**

The Graduate Program Administration Committee (GPAC) is responsible for the formulation of policy and regulations, their interpretation, and the ongoing development of the graduate program. GPAC also serves as the Hearing Board for all graduate student grievances (see the [Grievance Procedures](#) section of the Handbook) and administers [Option 3 of the MA examination](#). GPAC may, at times, review requests from graduate students for departmental and other forms of funding, sharing this responsibility with GAAC.

### **GAAC**

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

### **Placement Committee**

The Graduate Placement Committee is responsible for organizing professional development workshops on conferences, publishing, and grant writing, as well as academic and non-academic job market workshops for graduate students in philosophy. The Placement Committee also reviews application materials and conducts mock interviews when PhD students are preparing for the job market. They may also review MA application materials for those interested in applying to PhD programs in philosophy.

### **Graduate Teaching Committee**

The Graduate Teaching Committee conducts the PHIL 505 Teaching Internship and Pedagogy mentoring program to help graduate students develop their pedagogy. PHIL 505 is required for all PhD students on assistantship and some students in the MA in Social Philosophy program.

### **Dissertation Proposal Committee**

The Dissertation Proposal Advisory Committee conducts the PHIL 590 Dissertation Proposal Seminar to help PhD students prepare in-progress dissertation proposals. This course is required for all PhD students.

### ***Philosophy First Studies Advisory Committee***

The Philosophy Department First Studies Advisory Committee is comprised of philosophy faculty currently serving on the interdisciplinary CAS First Studies Advisory Board to oversee the MA in Social Philosophy for Jesuit Scholastics in First Studies on the Foundational or Enhanced tracks of this program.

### ***MA in Social Philosophy Recruitment Committee***

The MA in Social Philosophy Recruitment Committee engages in curricular development for the non-Jesuit track of the MA in Social Philosophy as well as recruitment and retention for non-SJ students in the MA in Social Philosophy.

## **Association of Graduate Students in Philosophy (AGSP)**

The Association of Graduate Students in Philosophy (AGSP) is a student-run organization for graduate students in philosophy. AGSP hosts events and organizes programming to support graduate students. It advocates for graduate students and acts as a liaison between graduate students and faculty. In some cases, AGSP may be able to provide conference travel and professional development funding to students who have exhausted other sources of funding (see [Funding for Conference Travel and Professional Development](#) for additional information). Students in AGSP may serve as student representatives in faculty meetings, faculty hiring meetings, and grievance hearings.

## **1.4 Philosophy Graduate Handbook**

All students and faculty affiliated with the Philosophy Graduate Program (referred to here as graduate students and graduate faculty or students and faculty) are beholden to the policies, responsibilities, and procedures outlined in the Philosophy Graduate Handbook. All policies, responsibilities, and procedures outlined in this Handbook accord with the [Academic Policies of the Graduate School](#). It does not include all Graduate School and University policies, but it does include links to access relevant resources regarding these policies. Graduate students and faculty should therefore familiarize themselves with this document as well as any Graduate School and University policies.

Please use the clickable Table of Contents to navigate to relevant information within the Philosophy Graduate Handbook. There are also hyperlinks throughout this document to related information in the Handbook as well as to important external resources. These links will always appear underlined in green.

## **1.5 Graduate Program Online Platforms and Resources**

All graduate students should ensure that they have a UVID number and LUC email address upon enrollment, which will allow them to access the following online platforms:

## **GSPS**

[GSPS](#) is the online platform for all matters related to the Graduate School. All graduate school forms and records of having met degree requirements are officially recorded here. Students can also post information about awards, publications, and presentations on this site.

## **LOCUS**

[LOCUS](#) is LUC's online registration platform (see the [Registration](#) section of the Handbook for additional information about registering for classes). Students will enroll in class and apply for graduation here. Transcripts may also be requested through LOCUS.

## **Sakai**

[Sakai](#) is an open-source learning management system that instructors of record use for the online content of their courses. We also have a Graduate Program Sakai page with helpful information about the program and events. Incoming students should request access to the Graduate Program Sakai page from the Graduate Administrative Assistant

## **Microsoft 365**

[Microsoft 365](#): We use the Microsoft suite for email, shared calendars, and shared documents. Graduate students will also receive a shared online folder through MS 365 that includes a tracking sheet, progress reports, and annual reviews to ensure there is an internal departmental record of all student progress. You will receive a link to this folder at the start of your first year.

## **Additional Online Resources**

The following resources are important for both graduate students and graduate faculty and will be referred to throughout the Philosophy Graduate Handbook:

- [Graduate Program Forms, Rubrics, and Instructions](#) (Philosophy Department website)
- [Graduate Course Offerings](#) (Philosophy Department website)
- [Graduate School Academic Policies](#) (Graduate School website)
- [Graduate School Key Dates & Deadlines](#) (Graduate School website)
- [Graduate Faculty Handbook](#) (Graduate School website)
- [LUC Online Academic Catalog](#)

## 2 Graduate Program Policies

All policies of the Philosophy Graduate program will accord with the policies of the Graduate School. The Graduate Schools policies may be found under [Academic Policies](#) on the Graduate School website. Graduate students should consult this handbook *and* the Graduate School Policies as well as the [Key Dates and Deadlines](#) for meeting degree requirements.

All departmental policies may be revised by GPAC and the GPD with the approval of the Graduate School and Graduate Council. Whereas some policy changes will apply to all current and incoming students, those related to degree requirements will often only apply to students entering in the subsequent semester or academic year in which those changes are approved (e.g. if new requirements are added to a program and approved in Spring 2024, they will only apply to students entering that program Fall 2024). When noted in the Philosophy Graduate Handbook, current students should follow the degree and curricular requirements that correspond to their enrollment year.

### 2.1 Graduate Student and Graduate Faculty Responsibilities

Graduate students and graduate faculty are bound to the policies, procedures, and responsibilities outlined in the Philosophy Graduate Handbook as well as the Graduate School's academic policies and deadlines. In addition to reviewing this Handbook and the Graduate School's Academic Policies for students, Graduate faculty should also consult the [Graduate Faculty Handbook](#) on the Graduate School website.

#### Graduate Student Responsibilities

Graduate students are responsible for the following:

1. [Philosophy Graduate Handbook, Graduate School Policies, and Deadlines](#): Graduate students are responsible for reviewing the Philosophy Graduate Handbook, the [Graduate School Academic Policies](#), and the [Graduate School's Key Dates and Deadlines](#). They should familiarize themselves with their rights and responsibilities as graduate students and the requirements for completing their degree.
2. [Communication with Faculty](#): Graduate students are responsible for communicating with faculty when they are unable to meet the requirements of graduate seminars (e.g. attendance, submitting assignments), complete their degree requirements within the agreed-upon timeframe (e.g. MA or PhD examinations), or fulfill their graduate assistantship responsibilities. Faculty cannot offer extensions, incompletes, or other accommodations if the student has not initiated this communication.
3. [Communication with GPD](#): Graduate students are responsible for communicating with the GPD when issues arise that keep them from completing coursework, fulfilling degree requirements, or fulfilling TA/RA responsibilities. Additionally, when issues arise that students are not comfortable bringing to other faculty, the GPD should be their primary point of contact.

4. Participation in Department Life: Beyond coursework and assistantship responsibilities, graduate students are expected to attend colloquia, AGSP events, professional development workshops, and other programming within the department and university on a regular basis.
5. In-Person and Virtual Attendance: Students are generally expected to attend all graduate seminars, TA/RA assignments, and MA and PhD examinations in person. When this is not possible, it is the student's responsibility to discuss the circumstances with the GPD and request permission from the appropriate faculty person to attend virtually if the GPD believes this is warranted. If the faculty person grants permission to attend virtually, it is the student's responsibility to secure the necessary technology for virtual attendance when it is not already available.
6. Registering for Courses: It is the graduate student's responsibility to register for academic courses. For instructions on how to do this see [Registration](#) below. For closed courses, the student must contact the professor who teaches that course and ask for permission to enroll. Once permission is obtained, the student forwards the e-mail confirmation (from that professor) to the Graduate Program Assistant and GPD. Once all e-mails are received and confirmed, the Graduate Program Assistant will enroll the student in the course.
7. Permission to Register for 500 and 600-Level Courses: It is the graduate student's responsibility to email the Graduate Administrative Assistant and GPD to request enrollment in all 500 and 600-level courses. See [Registration Rules for 400, 500, and 600 Level Courses](#) for more information. This should be done as early as possible, ideally two to three weeks before the semester begins. A university late fee will be charged if students are not enrolled by the Sunday before classes start, so the Graduate Administrative Assistant must receive all enrollment requests no later than 12 pm CT the Friday before the week that classes begin.
8. Request and Report Forms/Progress Reports: Graduate students are responsible for meeting the deadlines for completing progress reports, TA/RA requests and report forms, annual reviews (required for PhD students only), exit surveys, and any other forms distributed by the GPD and Graduate Administrative Assistant.
9. Checking Loyola Email, Updating GSPS, and Completing Teams Tracking Sheet: The Graduate School and the Philosophy Department use the Loyola email system to distribute important information to graduate students. If a response is warranted, it is the student's responsibility to reply to all department e-mails in a timely manner. Students are also responsible for updating GSPS and their departmental tracking sheets with information about their progress toward their degrees. In addition to degree requirements and milestones, this includes publications, conference presentations, grants, awards, and fellowships. This information is required by the Graduate School and the Philosophy Graduate Program.
10. Responsible Use of University Electronic Resources: Graduate students are responsible for knowing what constitutes responsible use of electronic resources. For questions

regarding your rights and responsibilities when using electronic university resources, please visit the [ITS Policies and Guidelines](#) page on the Information Technology and Services website.

## Graduate Faculty Responsibilities

Graduate faculty serving as graduate instructors, committee members, MA advisors, primary PhD advisors, and/or dissertation directors are responsible for:

1. Securing Graduate Faculty Status: It is the responsibility of faculty to determine what status they hold in the Graduate School and whether they meet the requirements for being Graduate Faculty at Loyola. To this end, faculty should review the requirements for Graduate Faculty status in the [Graduate School Faculty Handbook](#). Faculty who are eligible for this status must formalize it by working with the Philosophy Department Chair to submit the appropriate materials to the Graduate School. This should be done soon after employment begins or as soon as the faculty person knows that they will be working with graduate students. Faculty who have not done this may not teach graduate seminars, serve as readers on graduate student committees, or direct theses and dissertations.
2. Philosophy Graduate Handbook/Graduate School Policies and Deadlines: Graduate faculty are responsible for reviewing the Philosophy Graduate Handbook, the [Graduate School Academic Policies](#), and the [Graduate School's Key Dates and Deadlines](#), especially when they are serving as the primary advisor to a student.
3. Graduate Assistantship Responsibilities: Graduate faculty supervising graduate students in teaching or research assistantship positions are responsible for reviewing and following all assistantship policies outlined in the [Graduate Assistantships](#) section of the Handbook as well all Graduate School assistantship policies.
4. Graduate Seminars: The graduate course schedule is determined by GPAC in consultation with the GPD. To determine the schedule, the GPD will send a request for graduate seminar proposals, typically in November of each academic year. Apart from endowed chairs, who are contractually obligated to teach graduate seminars, no graduate faculty member is guaranteed a graduate course. The likelihood of receiving a graduate course will depend on how well a course proposal speaks to the graduate course scheduling objectives included on [the Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. Graduate faculty are responsible for reviewing these objectives, following the form instructions, and submitting proposals on time.
5. Availability and Communication: Graduate faculty who serve as advisors to MA and PhD students are expected to stay in regular communication with their advisees and be available throughout the semester to meet and discuss their advisees' progress. Faculty who are unable to maintain regular communication with students because they are on research leave or personal/medical leave are responsible for transferring their advising responsibilities to another graduate faculty member or establishing a plan for ensuring the student remains on track during their time away.

6. Timely Feedback: Graduate faculty who serve as advisors to MA and PhD students are responsible for providing timely feedback on written theses, dissertation proposals, and dissertations. Faculty should use the required progress reports to develop an agreed-upon set of deadlines by which the student will submit work and the advisor will provide feedback to ensure that students are making adequate progress toward their degrees.
7. Request and Report Forms/Progress Reports: Graduate faculty are responsible for submitting all TA/RA request and report forms and graduate course proposal forms by the deadlines set by the GPD and Graduate Administrative Assistant. Late requests will not be granted. All graduate faculty advising PhD students are also responsible for completing the PHIL 600/610 progress reports at the beginning of the semester and submitting the signed progress report to the GPD and Graduate Administrative Assistant by the end of the final exam period each semester. Instructions for TA/RA requests and course proposal instructions as well as progress report forms may be found on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website.
8. Exams and Defense Policies: Graduate faculty who serve as advisors to MA and PhD students are responsible for reviewing all policies regarding MA and PhD examinations, particularly those regarding the scheduling of defenses and feedback from the committee. See [MA and PhD Defense Paperwork](#), [MA Examination](#), and [PhD Examinations](#).
9. Professional Development: Graduate faculty will assist in the professional development of all graduate students. Advisors should discuss in their meetings with advisees professional development opportunities such as fellowships, grants, conferences, and publications. Graduate faculty who do not have advisees are also encouraged to offer this guidance whether in graduate seminars, TA/RA work, or through participation in graduate professional development and placement workshops.

## 2.2 Academic Integrity

The departmental policies on academic integrity are included in their entirety in the Graduate School's [Academic Policies](#). Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

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

### Academic Honesty and Dishonesty

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

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

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

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

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

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

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

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

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

## **Failure to Practice Academic Integrity**

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

## **2.3 Nondiscrimination Policy**

Loyola is an equal opportunity/affirmative action employer and educator, which abides by all applicable provisions of federal, state, and local law. Loyola prohibits discrimination and

harassment on the basis of race, color, religion (except where religion is a bona fide occupational qualification for the job), national or ethnic origin, sex, age, disability, marital status, sexual orientation, gender identity, veteran's status or any other characteristic protected by applicable law. See Loyola's Faculty Handbook, Chapter 8.

## 2.4 Graduate Student Leave Policies

### Leave of Absence

Please consult [the Graduate School Academic Policies](#) for information and forms about taking a Leave of Absence (LOA). LOAs are for students who wish to temporarily discontinue their graduate study due to special circumstances (e.g. medical, personal, or professional). LOAs will temporarily pause all degree requirement deadlines for earning the degree. However, it will not pause a student's funding clock. For students with merit awards or fellowships, this means that while you will have an additional semester to complete your degree requirements, you will lose one semester of funding. In some cases, students may be able to secure that funding again, but this depends on a variety of budgetary considerations in the Graduate School, and it is not guaranteed.

LOAs are limited to one academic year but may be renewed upon a review by the Graduate School of the student's circumstances and plans for completion of the degree. Students on an LOA may not use university resources during this time.

Note that students who take incompletes immediately prior to or during the semester in which they are on a leave of absence may extend the standard deadlines for completing this work. See [Incomplete Policies](#) for more information.

Students are responsible for completing the appropriate forms in GSPS and notifying the GPD and Graduate School of their intention to take a Leave of Absence.

### Parental Leave

Please consult the Graduate School's [Parental Leave Policy](#) for information and forms about taking Parental Leave (PL). Students who qualify for PL will receive their full stipend for up to 8 work weeks (this must be consecutive). Qualifying students must be the primary caregiver, devoting at least 40 hours per week to the direct care and supervision of the child.

Notification must be given to the GPD at least for months in advance of the planned leave, barring special circumstances (e.g. an emergency situation, sudden notice of adoption) to allow sufficient time to arrange substitutes to fill the students' teaching and/or research responsibilities. Students are responsible for completing the appropriate forms and notifying the GPD and Graduate School of their intention to take parental leave.

## 2.5 Grievance Procedures

### General

Where a situation arises that could lead to activating the grievance procedure, students, faculty, and administrators are required to take all reasonable steps to resolve the issue through informal

discussion and negotiation. Where a problem cannot be resolved by informal negotiation the affected party must first resort to internal department or program procedures. These are set out below:

1. The Department of Philosophy grievance procedure policy is to be interpreted in accordance with the procedures of The Graduate School of Loyola University Chicago (LUC), set out in the Academic Grievance Procedure section of the [Graduate School Academic Policies](#) webpage. In line with those policies, this document deals with academic grievances only. Non-academic issues are dealt with by [the Office of The Dean of Students](#), and research misconduct involving federal funds is dealt with by [the Office of Research Services](#).
2. Where appropriate, this grievance procedure policy may take due account of the principles underlying the [Academic Grievance Procedure](#) for undergraduates.
3. Subsequent to the activation and conclusion of the department's grievance procedure, a graduate student complainant may appeal the decision reached at the department level and request a Graduate School hearing.

## **Jurisdiction**

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

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

1. A student unable to resolve a problem (that falls within the scope of the matters listed in no. 5) with a faculty member or administrator and wishing to take the matter further must first discuss it with the GPD. If the GPD deems it necessary, s/he may invoke the assistance of the Department Chair. If the faculty member involved in the dispute is the GPD, the matter shall be referred to the Department Chair. In what follows the term "GPD" is to be understood as referring either to the GPD or to the Chair if the GPD is impeded.
2. The GPD may reasonably seek to resolve the dispute through informal mediation. Where this is not possible or not successful, the student may invoke departmental procedure (see no. 8).
3. Appeals and complaints must be made in writing to the GPD within one month of the event causing the complaint, whether this be (a) the notification to the student of

dismissal from the program, (b) the publication of the grade, (c) the apparent violation of departmental procedures, or (d) in general, the event of which the student complains.

4. A grade may be appealed where the student has grounds to hold that the grade was capricious or discriminatory. A grade may be deemed to be capricious where it was (a) at least partly based on criteria other than the student's academic performance, or (b) based on standards substantially different from those announced in the syllabus. A grade may be deemed discriminatory where it was assigned at least partly on the basis of criteria differing from those applied to other students.
5. (a) The burden of proof lies with the student (complainant). (b) Administrators must be able to give reasonable justification for the dismissal of a student from the program. Professors and instructors must be able to give reasonable justification for assigning a particular grade. This applies particularly in the case where a professor awards a penalty grade for academic dishonesty; in such cases, the professor must be able to present the evidence that in his/her judgment warranted the grade. In addition, the professor may not depart significantly from the ground rules set out in the syllabus.
6. The student must present to the GPD in writing (a) the complaint and (b) the evidence for the complaint, with copies of all materials relevant to the complaint. The GPD will forward a copy of this material to the relevant professor/administrator, who shall respond in writing to the GPD within 10 working days of receiving that document. The GPD will make a copy of the professor/administrator's response available to the student.

### **Departmental Procedures: The Hearing Board**

1. GPAC will serve as the Hearing Board for all grievances. Faculty substitutes may be appointed by the GPD when a GPAC member is involved in the case or has a conflict of interest. The GPD will appoint a chair of the Hearing Board who will be selected from GPAC, rotating this position to distribute the workload evenly. The Hearing Board will be composed within 6 working days of the GPD's receiving the professor's response. The Hearing Board chair will contact all parties involved and conduct a hearing, similar in procedure to the model used by the Graduate School in handling grievances, which can be found in the Academic Grievance Procedure section of the [Graduate School Academic Policies](#). The hearing is to take place within 2 weeks of the GPD's notification of the individuals appointed to the board.
2. The hearing is not a legal but an informal proceeding having the objective of seeking conciliation of the issues and parties involved. As is the policy for a Grad School hearing, electronic recording of the proceeding is prohibited.
3. At the hearing, the student (complainant) will have the opportunity to present his/her case orally and may add further comment on the complaint. S/he will not be permitted to make any complaint other than that already notified to the GPD. S/he may choose not to

present her case orally; in which case s/he will be asked to affirm that s/he maintains the original complaint. Similar rules of procedure shall apply to the professor/administrator (respondent).

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

11. Subsequent to the foregoing proceeding, the student has the right to appeal to The Graduate School.

## **2.6 Probation, Dismissal, and Withdrawal from the University**

The Philosophy Graduate Program follows all [Graduate School Academic Policies](#) pertaining to probation, dismissal, and withdrawal

### **Probation and Dismissal**

Students who fail to maintain a grade-point average of at least 3.00 may be placed on academic probation. In such cases, if the student does not raise the grade-point average to at least 3.00 during the next two consecutive terms in which the student registers, the student will be dismissed for poor scholarship.

Students who are near the end of their programs must raise their cumulative GPAs to 3.00 in order to receive a degree. Students will not be permitted to continue taking courses after they have completed all of their program hours in the hope of raising their cumulative GPAs.

A student who earns multiple grades of C or lower, or who otherwise fails to maintain good academic standing, is subject to review and possible dismissal from the program.

PhD students on assistantship are subject to additional policies, the violation of which may result in the termination of their merit awards.

PhD students on assistantship may be subject to probation and dismissal if they do not meet the milestones for the degree in a timely manner or fulfill their graduate assistantship duties. For additional information, see [Assistantship Termination](#) in the Graduate Assistantships section of the Handbook.

### **Withdrawal from the University**

An enrolled student who wishes to withdraw from the university during any semester must notify the Graduate School Dean's office and his or her graduate program director in writing (email is sufficient). A student is considered in attendance until such notice has been received by the Graduate School Dean or the Graduate Program Director. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended; see the Bursar's for more information. It is the student's obligation to inform the Dean promptly of the intention to withdraw. Telephone messages or non-attendance in class are not official notifications.

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

## 3 General Degree Information and Instructions

This section includes important information for all graduate students in philosophy about transfer credits, registration, grades, incomplete policies, defense paperwork, merit awards/fellowship information, internal and external dissertation fellowships, and conference travel and professional development funding. Specific MA and PhD degree requirements are included in the [MA Programs and Requirements](#) and [PhD Program and Requirements](#) sections of the Handbook.

### 3.1 Transfer Credit and Advance Standing

#### Transfer Credit

##### *For MA Students*

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

##### *For PhD Students*

For students entering a PhD program with prior graduate work completed in another Loyola program or at another institution, up to one-half of the total number of semester hours required by the doctoral program (i.e. 24 credits) at Loyola may be applied toward the PhD degree. It may be possible for a completed relevant master's degree to be applied towards the PhD, and this is further elaborated in the Advanced Standing policy (see below).

#### Advance Standing

PhD students who have done previous graduate work in philosophy at another university may apply for "advanced standing." Up to 24 credits (half the 48 credits required for the degree) may be credited toward a PhD at Loyola. Requests for advanced standing should be made during the student's first year of enrollment in the Graduate School. A student seeking advanced standing should consult with the GPD and submit transcripts (sometimes even syllabi, exams, and term papers) showing the work done by the student in the courses for which transfer credit is sought. The student needs to consider how the transferred courses might satisfy distribution requirements, how they may impact "time to degree," and what effect they may have on the number of courses students with funding are allowed to take tuition-free. Requests for advanced

standing must be made to the Graduate Program Director (GPD) of the student's doctoral program, who will make a recommendation to the Graduate School for final review and approval. This recommendation will include both the number of advanced standing credits to be awarded and the number of credits of coursework that remain to be completed for the degree through registration in the Graduate School. Advanced standing does not alter a student's doctoral degree requirements outside of coursework (such as comprehensive exams) or confer candidacy. The number of approved credits of advanced standing will be recorded on the student's transcript but will not contribute to the student's Grade Point Average (GPA). Students entering their doctoral program with Advanced Standing should refer to the Graduate School policy on time limit for completion of degree requirements for students.

### **3.2 Registering for Courses**

Graduate students will register for courses on [LOCUS](#) (Loyola's online registration system) or, in some cases, by requesting permission from the Graduate Administrative Assistant to enroll. See LUC's [calendars and schedules](#) page for registration access dates and registration deadlines. Students are responsible for knowing these deadlines, and for responding to any emails from the Graduate Administrative Assistant or GPD regarding enrollment. The rules for enrolling in 400, 500, and 600-level courses differ. Enrolling in the wrong courses can impact time to degree, block merit award students from receiving their funding, and, in some cases, prevent international students from maintaining their student visa status. It is therefore crucial that all students review the enrollment rules carefully.

### **Graduate Courses Schedule, Descriptions, and Requirements**

For detailed descriptions of department course offerings as well as the distribution requirements these courses will meet, see "Upcoming Course Offerings" and "Current Course Offerings" on the [Graduate Course Offerings](#) page of the Philosophy Department website.

For a complete list of all courses offered in the philosophy department, see LUC's online [academic catalog](#). Please note that the content of courses and the distribution requirements they meet are often determined by the topic of a course rather than the generic course title. For this reason, it is best to consult the Philosophy Department's graduate course schedule in addition to the courses listed in the online catalog.

### **Enrollment Status: Full-time, Part-time, and Active Status**

All students regardless of program will typically begin their graduate career by enrolling in 3 400-level courses per semester (9 credit hours). As students advance in the program, they will take fewer 400 and 500-level courses. This changes the student's status from full-time to part-time and, in the case of funded PhD students and some international students, this change will require students to also enroll in a 600-level advising course to maintain full-time status. The definitions of full-time, part-time, and active status are included below. The subsequent section includes instructions for enrolling in 400, 500, and 600-level courses.

#### ***Full-Time Status (Funded PhD Students and International Students)***

Students are coded as full-time if they are enrolled in 3 courses at the 400 or 500 level for a total of 9 credits OR they are enrolled in 1 600-level course. Students who need to be coded

as full-time but who are taking fewer 3 courses/9 credits must therefore also enroll 1 600-level course. This includes students who are taking 0 courses/0 credits (for instance, PhD students who are working on their dissertations and have no additional coursework to take). The 600-level course a student must enroll in will depend on various factors outlined under “600 level courses” below. The following students must be coded as full-time throughout their program of study regardless of the number of courses they are taking:

- PhD students on merit award or fellowship (PhD students who are not self-funded) **MUST BE CODED AS FULL-TIME TO RECEIVE THEIR FUNDING.** Funded students who are not coded as full-time will not receive their funding or benefits.
- International MA and PhD students on student visas **MAY NEED TO BE CODED AS FULL-TIME TO BE ELIGIBLE FOR STUDENT VISAS.** International students should clarify what status they should have with the Office of [International Student and Scholar Services](#)

### ***Part-Time Status (Self-Funded PhD and MA Students)***

Students are coded as part-time if they are enrolled in fewer than 3 courses (9 credits) at the 400 or 500-level. The following students may be coded as part-time:

- MA students and self-funded PhD students may be enrolled part-time. This means that they typically will not need a 600-level advising course unless they are taking 0 credits. This should be determined in consultation with the GPD.

### ***Active Status***

Students are coded as active if they are enrolled in at least one 3-credit hour 400 or 500-level course, PHIL 595, or one 600-level course. All students, regardless of whether they are part-time or full-time must maintain active status to remain in the program. For additional information about inactive status, continuous registration status, and good academic standing, see the Academic Standing section of the [Graduate School Academic Policies](#) page.

## **Registration Rules for 400, 500, and 600 Level Courses**

All graduate students in philosophy will likely register for 400, 500, and 600-level courses at some point during their degree program. Courses at each level have different enrollment rules. These rules are included below, and students should consult them before registering.

Note: Students entering in Fall 2024 or later may not take any 300-level undergraduate courses toward a graduate degree at Loyola.

### ***Registering for 400-level Courses***

400-level courses are standard graduate seminars. Students can enroll in these courses themselves on LOCUS (LUC’s online registration system). Students are responsible for enrolling by the appropriate Graduate School deadlines. See LUC’s [calendars and schedules](#) page for registration access dates and registration deadlines. It is recommended that the student confer with any academic advisor and/or the GPD prior to registration. Students may

take 400-level courses in other departments in accordance with the policies for each program and with the approval of the GPD in the other department.

Registering for Closed Courses: When courses are full, students will no longer be able to enroll in them on LOCUS. Instead, the student must contact the professor who teaches that course and ask for permission to enroll. Once permission is obtained, the student forwards the e-mail confirmation from that professor to the Graduate Program Assistant and GPD. Once all of the e-mails are confirmed and received, the Graduate Program Assistant will enroll the student in the course.

### ***Registering for 500-Level Courses***

These are courses that are not in the traditional coursework for graduate students but may be required for the degree and may require additional paperwork. In all cases, the student must email the Graduate Administrative Assistant and request permission to enroll in 500-level courses. This must be done by all registration deadlines, and students should respond promptly to any emails regarding 500-level enrollment from the GPD or Graduate Administrative Assistant. A list of regularly offered 500-level courses and their credit hours are included below:

- PHIL 500-501 Directed Readings (1 to 3 credit hours): Directed Readings are typically small, self-guided courses on a topic determined by a student or multiple students in consultation with a faculty member. They can count for 1 to 3 credits, which will be determined by the instructor. To enroll in a directed reading, students and faculty must complete the Directed Reading form available on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website and receive approval from the GPD before requesting permission to enroll from the Graduate Administrative Assistant. This should be done as early as possible, ideally before the end of the semester prior to when the directed reading will be taught, and no less than one month before the start of that semester. If this is done early enough, the Graduate Administrative Assistant may be able to add the title/topic of the directed reading to LOCUS so that it appears on the student's transcript.
- PHIL 505 Teaching Internship (0 Credits): This 0-credit course is required for all PhD students who will become instructors of record and some students in the MA in Social Philosophy Program. It is not taught as 3 credits as indicated in the Academic Catalog and will not code students as full-time. Students who need to be coded as full-time (see above) must also enroll in the appropriate 600-level advising course (typically 605)
- PHIL 511 Social Ethics Practicum (3 Credits): This course is required for all MA in Social Philosophy students. See the description of this course in the program requirements for this degree.
- PHIL 550 Integrative Seminar (0 to 3 Credits): This course is required for all Jesuit Scholastics. When taught in conjunction with PHIL 511, it will be 0 credits. See the description of this course in the program requirements for the MA in Social Philosophy – Jesuit Scholastic Tracks.

- PHIL 590 Dissertation Proposal Seminar (0 Credits): This course is required for all PhD students typically in the second semester of year 3 of the program upon completing coursework and beginning the dissertation proposal. This course is 0 credits and will not code students as full-time. Students who need to be full-time (see above), must also enroll in the appropriate 600-level advising course (typically PHIL 610).
- PHIL 595 Thesis Supervision (0 Credits): Some MA students may enroll in this to continue their MA thesis or paper. It will code students as active but not full-time (see above).

### **Registering for 600 Level Courses**

600-level courses are “advising courses” that code students as full-time. Funded PhD students and some international students must request permission from the Graduate Administrative Assistant to enroll in one of these courses when they are not taking a total of 3 courses (or the equivalent of 9 credits) in a semester.

- PHIL 600 Dissertation Supervision (0 Credits): PhD students who have been admitted to candidacy (i.e. defended their dissertation proposals) should be enrolled in this course. This course will code students as full-time and active.
- PHIL 605 Master’s Study (0 Credits): Terminal MA students who are completing their MA examinations, or funded PhD students who are enrolled in fewer than 3 courses (9 credits) but who have not yet completed their MA examinations should be enrolled in PHIL 605. This course will code students as full-time and active.
- PHIL 610 Doctoral Study (0 Credits): PhD students who have completed their MA examinations and who are working on their dissertation proposals but who have not yet been admitted to candidacy (i.e. defended their dissertation proposals) should be enrolled in PHIL 610. This course codes students as full-time and active, but it may only be taken twice.

## **3.3 Grades, Incomplete Policies, and GPA Requirements**

### **Grades**

Students may earn an A, B, C, D, F, or Incomplete (I) in any graduate course at the 400 level. Students may earn these grades or a Pass (P)/No Pass (NP) in 500-level courses. Whether these courses are pass/fail will be determined by the instructor in consultation with the student depending on the nature of the course. All 600-level courses are Pass/No Pass or Incomplete. A grade of NR means that a grade was not registered, and a grade change should be requested if the student has completed the work for that course.

### **Incomplete Policies**

Incomplete grades may be assigned by instructors when students are unable to complete the work for the course by the end of the semester. Generally speaking, incompletes should only be

awarded in cases where illness or emergency prevents timely completion of the course. Students request incompletes and work out arrangements for completing incompletes with their instructors. The graduate school requires students who are not on a Leave of Absence to complete all incompletes by the last day of the semester following the one in which they received an incomplete. If the student has taken a Leave of Absence, then that deadline will be extended typically to the last day of the semester following the student's LOA (including summers, so August 1 for those who have taken LOAs in the Spring semester). This, however, may vary and requires approval from the Graduate School's Associate Dean of Academic Student Services.

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

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

### **Recording 500-Level Grades (for Graduate Faculty)**

Faculty should send grades for all students in 500-level courses to the GPD before the end of the final exam period. Faculty cannot submit these grades in LOCUS on their own. Delays in receiving these grades can impact graduation, so it is important that these are submitted to the GPD in a timely manner.

### **PHIL 600 and 610 Progress Reports and Grades**

All students in PHIL 600 and PHIL 610 must complete a progress report at the beginning of the semester, which can be found on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. Students will work with their dissertation director to complete this form at the beginning of each semester that they are enrolled in 600 and 610. In it, they will list the goals and milestones the student plans to meet during the semester. At the end of the semester, this form should be signed, and the primary faculty member will record a grade on the form that reflects whether the student made sufficient progress. This form should be sent to the GPD by the end of the final exam period. The GPD will then use this report to record a grade of P, NP, I, or NR in LOCUS when final grades are due.

### **Minimum GPA Requirement**

The Philosophy Department and The Graduate School require students to maintain a minimum GPA of 3.0 or above in all graduate courses. Students who fall below this threshold will be placed on academic probation for one semester. Students who fail to earn a 3.0 or higher for the next two consecutive semesters may be dismissed by the Graduate School upon the recommendation of the GPD, Department Chair, and GPAC. For additional information, see the Probation and Dismissal section of the [Graduate School's Academic Policies](#).

## **3.4 Applying for Graduation**

No less than 6 months prior to the intended MA graduation date, students should apply for graduation by submitting an "Application to Receive a Degree." Typically, students must apply

for degree conferral by the following dates: (1) Dec. 1 for May degree conferral; (2) Feb. 1 for August degree conferral; (3) August 1 for December degree conferral.

Please see the [Graduate School's Key Dates and Deadlines](#) for a link to the application as well as the exact dates by which this application must be submitted to avoid late fees. Students who need to delay degree conferral after submitting their application should contact the Associate Dean of Student Academic Services and the Communications and Records Coordinator in the Graduate School to notify them of this change.

The Graduate School has commencement once a year in May. Graduate students may have their degree conferred at the end of any term, but they can only walk or participate in the doctoral hooding ceremony during May commencement. For additional information, see the Degree Conferral/Graduation section of the [Graduate School's Academic Policies](#) along with [Loyola's Commencement website](#). There is a late application fee of \$25 through the 15th day after the deadline for that conferral period. Please see [The Graduate School Forms](#) page for the late application document and instructions.

### **3.5 MA and PhD Defense Paperwork**

The process for submitting paperwork for the defenses required for each degree program varies. Please take note of the paperwork instructions for the degree program in which you are enrolled. It is the student's responsibility to submit these forms by all Graduate School and Philosophy Department deadlines. This paperwork includes electronic Graduate School forms submitted through [GSPS](#) as well as internal departmental forms, which are included on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. In some cases, additional Graduate School forms may be required. Those can be found on the [Graduate School Forms](#) page of the Graduate School website.

The information included below is intended as a guide to the required departmental and Graduate School paperwork for these examinations. See [MA Examination](#) and [PhD Examinations](#) for comprehensive overviews of these degree requirements.

### **Virtual Signatures and Electronic Records**

All departmental paper defense ballots may be signed electronically or in person on a physical, paper copy of the ballot. If departmental ballots are signed in person, they must be scanned and emailed to the GPD and Graduate Administrative Assistant to ensure that the department has an electronic record of all defense ballots.

### **Paperwork Instructions for MA Exam Option 1 (MA Thesis and Defense)**

The written MA thesis must follow all formatting requirements and deadlines of the Graduate School (for additional information about conducting the exam see [MA Examination Option 1](#)). Additionally, the following paperwork must be completed:

1. Upon forming the committee, students should submit the "[Thesis/Dissertation Committee](#)" form on [GSPS](#). This should be done 1 to 2 months before the defense. This form will trigger an automated email in GSPS that will be sent to each committee member confirming their

membership on the committee. Committee members **MUST COMPLETE THIS** for the process to move forward in GSPS.

2. Around the same time, or within a few weeks of submitting this form, students should also submit the [“Thesis/Dissertation Proposal”](#) form on GSPS, but you do not have to complete a proposal defense or ballot for the MA proposal. Instead, you simply need to submit a title and abstract of the MA thesis, which your committee will approve.
3. In the days before the defense, the student should initiate the [“Thesis/Dissertation Defense”](#) form on GSPS. This form will require a title and abstract of the MA thesis and cannot be completed unless the other two GSPS forms in step 1 and 2 have been completed.
4. On the day of the defense, the students should bring the [“MA Thesis Exam Form”](#) on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website to the defense (this is the paper ballot for the defense). Once the defense has concluded, this should be signed by each of the committee members indicating a recommendation. Committee members may sign the form in person or virtually depending on whether they attend the defense in person or via Zoom.
5. The student should then scan and email the signed paper ballot to the GPD and Graduate Administrative Assistant. The GPD can then upload this ballot to the [“Thesis/Dissertation Defense”](#) form in GSPS and approve, upon which the Graduate School will approve this form and the requirement will be complete.

### **Paperwork Instructions for MA Exam Option 2 (MA Paper and Defense)**

Students who complete an MA Paper (for additional information about conducting the exam and recommendations see [MA Examination Option 2](#)) do not need to follow the Graduate School formatting requirements and deadlines, but they do need to conduct the defense and complete the following paperwork by the end of the last week of classes of the semester in which they intend to graduate:

1. Upon forming your committee, students should initiate the [“MA Paper/Portfolio”](#) form on [GSPS](#). Students will not be able to complete this form on their own. Only the GPD has permission to do this. To initiate this form, students should email the GPD and the Graduate Administrative Assistant requesting that they complete the [“MA Paper/Portfolio”](#) form in GSPS. Students should include in their email (1) the title of the paper and (2) the names of all three committee members, indicating which of the three is the MA advisor. The GPD will then use this information to complete the form in GSPS.
2. Once the form is complete, it will trigger an automated email to your committee members so that they can confirm their membership on the committee. This should be done as soon as the committee is formed and no later than three weeks prior to the defense. Committee members **MUST COMPLETE THIS** for the process to move forward in GSPS.
3. Students should bring the [“MA Paper Exam form”](#) on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. This should be signed by each

of the committee members indicating a recommendation. Committee members may sign the form in person or virtually depending on whether they attend the defense in person or via Zoom.

4. The student should then scan and email the signed ballot to the GPD and Graduate Administrative Assistant. This will be kept internally in department records. The GPD and Graduate School will then approve the GSPS “MA Paper/Portfolio” form and the requirement will be complete.

### **Paperwork Instructions for MA Exam Option 3 (Two Scholarly Papers)**

Students who choose MA Exam Option 3 – Review of Two Scholarly Papers will be completing an MA Portfolio to fulfill this requirement. You will not have a typical defense and your committee will be comprised of your two reviewers and the supervising GPAC member who will administer the exam. Additional information about this exam is included in [MA Examination Option 3](#). This option has an unconventional structure, so please consult that section of the handbook for a complete overview of how this MA exam should be conducted.

1. For each paper, the supervising faculty will ask reviewing faculty to submit a review with a recommendation of Pass, Revise and Resubmit, or Fail. Once the student has made all necessary revisions, the reviewers will then be asked by the supervising faculty person to make a recommendation and sign [the “MA Portfolio Ballot – for MA Exam Option 3 Review of Two Scholarly Papers”](#) (the paper ballot for MA Exam Option 3). This form is available on [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website.
2. After this has been completed for the first paper at the end of Year 1 or the beginning of Year 2, the form will be sent to the student, GPD, and Graduate Administrative Assistant, and Step 1 will be repeated for the second paper, using the same ballot as the first.
3. Once the student has received two marks of “Pass” on each paper (typically by the end of Year 2 or the beginning of Year 3) and have four faculty signatures indicating this on the paper ballot, the student will initiate the “MA Paper/Portfolio” form on [GSPS](#). Students cannot complete this form on their own. Only the GPD has permission to do this. To initiate this form, students should email the GPD and the Graduate Administrative Assistant requesting that they complete this form in GSPS. Students should include in their email (1) the title of each paper; (2) the names of the supervising faculty person and the four reviewing faculty (two for the first paper and two for the second) who awarded grades of pass; and (3) a PDF attachment of the signed paper ballot as a PDF attachment. The GPD will then use this information to complete the “MA Paper/Portfolio” form in GSPS.
5. Once the form is complete, it will trigger an automated email to your reviewers that they have reviewed the MA examination. Note that the first two reviewers of the first paper might not receive this prompt until a year after completing their reviews. All four reviewers who signed the ballot **MUST COMPLETE THIS** for the process to move forward in GSPS, so it may be useful for the student to remind the reviewing faculty they will be receiving this automated email from GSPS.

6. Once all four reviewers have approved the “MA Paper/Portfolio” form in GSPS, the GPD and Graduate School will approve the form, and the requirement will be complete.

## **Paperwork Instructions for PhD Foundational Paper and Specialized List**

For additional information about these examinations, please see [Foundational Paper and Specialized List](#) under [PhD Examinations](#). Note that these do not require any GSPS forms. Only an internal departmental record will be kept for the foundational paper. The specialized list will be incorporated into the [Dissertation Proposal and Candidacy Examination](#) and requires no additional paperwork or defense.

1. For the foundational paper, students should notify the GPD of their intention to complete this requirement in the Fall of Year 3. They should also compose a committee of 3, typically the primary advisor and two additional faculty likely to serve on the Dissertation Proposal Defense/Candidacy Examination committee.
2. The student should bring the Foundational Paper Ballot on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the department website to the oral defense, and the members of this committee should indicate their recommendation and sign the form.
3. This should then be scanned and emailed to the GPD and Graduate Administrative Assistant, at which point the requirement will be complete.
4. The Specialized List will be completed in PHIL 590 Dissertation Proposal Seminar and submitted with the written Dissertation Proposal in advance of the Candidacy Examination. No additional paperwork or defense is required.

## **Paperwork Instructions for PhD Dissertation Proposal/Candidacy Examination**

PhD students will typically complete this examination at the end of Year 3 or beginning of Year 4.

The dissertation proposal defense is the candidacy examination so these terms may be used interchangeably. For additional information about how the exam is administered see [Dissertation Proposal and Candidacy Examination](#) under [PhD Examinations](#).

1. Upon forming a dissertation proposal committee, students should submit the [“Thesis/Dissertation Committee”](#) form on [GSPS](#). This should be done no less than one month before the defense.
2. This form will trigger an automated email in GSPS that will be sent to each committee member confirming their membership on the committee. Committee members **MUST COMPLETE THIS** for the process to move forward in GSPS.
3. No less than one day ahead of the defense, students should submit the [“Thesis/Dissertation Proposal”](#) form on GSPS. This will require a title and abstract of the proposal. Committee members will receive an automated email asking them to approve this form. They **SHOULD NOT APPROVE THIS FORM UNTIL AFTER THE DEFENSE IS COMPLETE**.

4. On the day of the defense, the students should bring the “[PhD Dissertation Proposal Defense Ballot](#)” on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website (this is the paper ballot for the defense).
5. Once the defense has concluded, this paper ballot should be signed by each of the committee members indicating a recommendation. Committee members may sign the form in person or virtually depending on whether they attend the defense in person or via Zoom.
6. Committee members should also approve the “Thesis/Dissertation Proposal” form in response to the email they received about this in GSPS.
7. The student should then scan and email the signed paper ballot to the GPD and Graduate Administrative Assistant, who will keep this in the internal departmental records. The GPD will then approve the “Thesis/Dissertation Proposal” form in GSPS, upon which the Graduate School will submit its approval and the requirement will be complete.

### **Paperwork instructions for PhD Dissertation Defense**

PhD students will typically complete this examination in Year 5 or 6 of the program. Some of the paperwork for this examination is related to the paperwork for the Candidacy Examination. For additional information about how the dissertation and dissertation defense are administered, see [Dissertation and Dissertation Defense](#) under [PhD Examinations](#).

1. Upon forming a dissertation committee, students should submit the “[Thesis/Dissertation Committee](#)” form on [GSPS](#). Note that this will be the same form as the one submitted for the proposal defense. You will be able to amend the committee for the dissertation defense in this form.
2. This form will trigger an automated email in GSPS that will be sent to each committee member confirming their membership on the committee. Committee members **MUST COMPLETE THIS** for the process to move forward in GSPS.
3. No less than one week ahead of the defense, students should submit the “[Thesis/Dissertation Defense](#)” form on GSPS. This will require a title and abstract of the dissertation. Committee members will receive an automated email asking them to approve this form. **THEY SHOULD NOT APPROVE THIS FORM UNTIL AFTER THE DEFENSE IS COMPLETE.**
4. On the day of the defense, the students should bring the “PhD Dissertation Exam Form” on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the department website (this is the paper ballot for this examination).
5. Once the defense has concluded, this paper ballot should be signed by each of the committee members indicating a recommendation. Committee members may sign the form in person or virtually depending on whether they attend the defense in person or via Zoom.

6. Committee members should also approve the “Thesis/Dissertation Proposal” form in response to the email they received about this in GSPS.
7. The student should then scan and email the signed paper ballot to the GPD and Graduate Administrative Assistant. The GPD will upload the paper ballot to the GSPS “Thesis/Dissertation Defense” form in GSPS. The GPD will then approve this form in GSPS, upon which the Graduate School will submit its approval and the requirement will be complete.

### **3.6 PhD Merit Awards and Fellowships**

The Philosophy Department provides merit awards and fellowships to PhD students. Merit awards will be coupled with assistantship responsibilities. For more on those responsibilities see the [TA/RA Section](#) of the Handbook. MA students are not eligible to receive merit awards. All merit award and Attoh Fellowship students will receive a 5-year funding package including a \$28,000 stipend, a tuition waiver, and health insurance. The “funding clock” or the time that the student has funding is consecutive, meaning that the students may not shift their funding packages into a future semester because of a Leave of Absence or deferred enrollment date. You may pause the deadlines for meeting degree requirements, but not your funding clock. While there may be ways to get an additional semester of funding, that is not guaranteed.

### **3.7 Travel and Professional Development Funding**

#### **Graduate School Travel/Professional Development Funding**

All MA and PhD students at Loyola receive \$750 in travel/professional development funds each year. Instructions for requesting this money are included under the “Conference Travel” of the [Financial Assistance and Funding](#) page of the Graduate School website.

#### **AGSP Travel/Professional Development Funding**

AGSP also offers additional conference travel and professional development support. Contact the AGSP co-presidents for additional information.

#### **University Funding**

Additional funding opportunities may be available through the Graduate School, the Collage of Arts and Sciences, the Provost’s Office, and/or the Office of Research services. Students should explore all options available through the university.

#### **Philosophy Department Travel and Professional Development Funding**

The Philosophy Department may occasionally be able to support graduate student travel and professional development. To be eligible for Philosophy Department funding students must have exhausted all other funding sources. Additionally, students must submit a request to the Department Chair, the GPD, and the Department Administrative Assistant (not the Graduate Administrative Assistant) that includes the following information:

- The sources of funding the student has already used.

- The name of the conference or professional opportunity and in what capacity the student will be going (paper or panel presenter for an accepted paper, moderator, attendee, etc.).
- Rationale for attending this event (e.g. how it contributes to research trajectory, its importance for placement, dissertation research, etc.).
- An itemized budget of anticipated expenses based on current estimates of flights, hotel, registration fees, etc.

The Philosophy Department in consultation with the GPD will review these requests and determine whether funding will be awarded to support them. Requests for funding should be submitted as soon as possible and before any purchases are made unless the student is willing to pay on their own. The opportunities for departmental funding are limited, and students should be aware of this in advance of making any financial commitments on their own.

### **3.8 PhD 6th Year Internal and External Funding**

#### **Internal Dissertation Fellowships**

PhD Students on merit awards or fellowships are only guaranteed 5 years of funding. However, students may apply for any of the following internal dissertation fellowships in their 5<sup>th</sup> year of the program to extend their funding package without assistantship responsibilities for a 6<sup>th</sup> year (this timing may vary, but eligibility will typically depend on having already defended the dissertation proposal). These fellowships are:

- The Arthur J. Schmitt Leadership Scholars Fellowship
- The Teacher Scholars Fellowship
- The Crown Fellowship

Additional information about these internal dissertation fellowship opportunities may be found under the “Fellowships and Scholarships” tab of the [Financial Assistance and Funding](#) page of the Graduate School website. The deadlines for these fellowships are typically set between January 1 and February 20. Once these dates are available in early Fall, the GPD will distribute the fellowship announcement. Students who intend to apply should carefully review the instructions and notify the GPD of their intention to submit an application as all three require a report and departmental review of the applicant as well as letters of recommendation from supervising faculty.

#### **External Dissertation Fellowships**

Students should also consider applying for an external dissertation fellowship. The deadlines for these fellowships are typically between October 1 and November 30. These applications require extensive work, so the student should consult their advisor and should attend any department or university grant writing workshop before submitting an application in the fall of their 5<sup>th</sup> year. Students should also contact Loyola’s [Fellowship Office](#) to learn more about applying for external dissertation fellowships.

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

For questions regarding the Financial Aid Office's policy on students' rights and responsibilities, please visit the [Financial Aid Office website](#).

### **3.10 International Students**

All questions regarding student visas and other international student related matters should be directed to the office of [International Student and Scholar Services](#).

## 4 MA Programs and Requirements

The Philosophy Graduate Program houses three MA programs: 1) the 5-year BA/MA program for Loyola philosophy majors; 2) the MA in Social Philosophy (and Jesuit Scholastic tracks); 3) the MA in Philosophy.

### 4.1 BA/MA in Philosophy

The 5 year BA/MA program is intended for Loyola philosophy majors interested in pursuing an MA in Philosophy and, upon completion of this degree, applying for PhD programs in philosophy or related fields. The BA/MA offers students the opportunity to complete an MA degree in 1 year rather than the 2 years it typically takes to earn an MA with faculty they have already gotten to know through the major. Students interested in this program should apply through the [LUC application portal](#) at the beginning of the Spring semester of their Junior year. They should then notify the GPD in philosophy that they have submitted an application to this program. More information about this program may be found on [the Philosophy \(BA/MA\) page of the LUC Online Academic Catalog](#)

#### Prerequisites

Students entering the BA/MA program are Loyola undergraduates majoring in philosophy who should apply by March 15 of the spring semester of their Junior year. To be admitted to this program, students must have a cumulative GPA of at least 3.3 and a GPA of at least 3.5 in philosophy with a minimum of 5 completed philosophy courses, 3 of which must be at the 300-level. Probationary admission—or admission with a GPA that falls below these thresholds—is not permitted for students applying to the BA/MA program.

#### Total number of credits

33 credit hours (11 courses) for the BA and 30 credit hours (10 courses) for the MA. Four 400-level courses double-count and satisfy both 12 hours of credit towards the Undergraduate major and 12 hours of credit toward the MA degree. While 400-level courses may be taken toward the BA, 300-level courses may not be taken toward the MA.

#### Requirements

##### *Years 1–4, as Undergraduate Student*

Complete the BA in philosophy with modified senior-year requirements

##### *Modified BA Requirements*

- 3 of the 11 courses required for the major must be at the 300-level (4 if 301 is taken) and 4 must be taken at the 400-level
- 1 course from ethics group (181, 182, 283, 284, 285, 286, 287, 288, 289 or 300-level equivalent)
- 1 course from epistemology group (130, 271, 272, 273, 275, 276, 279 or 300-level equivalent)
- Logic (274 or 301)
- Ancient philosophy (304)

- Modern philosophy (309)
- Elective (any number)
- Elective (300-level)
- Elective (400-level) – Double counts toward the BA and MA
- Elective (400-level) – Double counts toward the BA and MA
- Elective (400-level) – Double counts toward the BA and MA
- Elective (400-level) – Double counts toward the BA and MA
- BA/MA students are NOT required to take the capstone seminar. 1 of the 4 required 400-level courses will satisfy this requirement. If students replace their BA capstone seminar with a graduate seminar, then they take 3 additional 400-level electives, “double-dipping” these (for a total of 4 double-dipped courses) toward the BA and MA. If they take the BA capstone, then they take 4 additional “double-dipped” 400-level courses as electives.
- BA/MA students can take relevant 400-level courses to satisfy the ethics and epistemology requirements toward the BA. Whether the course counts as relevant is determined in consultation with the GPD, UPD, and course instructor.

### **Year 5 as a Graduate Student**

Take 6 graduate courses to complete the MA in Philosophy and defend the MA thesis or paper.

#### *MA in Philosophy*

- Take 6 graduate courses plus the 4 400-level courses taken toward both the BA and MA in years 1–4 to complete the 10 courses required for the MA. These courses must satisfy the following distribution requirements:
  - Ancient Philosophy
  - Medieval Philosophy
  - Modern Philosophy
  - Continental Philosophy
  - Analytic Philosophy
  - 5 400-level electives

Note that these are the total number of courses required for the MA including the 4 courses taken toward both the BA and MA in Year 4 of the undergraduate degree.

- MA Thesis or Paper: Toward the end of the MA course of studies, the student must pass an oral examination on a substantial research paper, thesis, or portfolio the student has written (see MA Examination below for detailed procedures).

## **4.2 MA in Social Philosophy**

*Note: The requirements for the MA in Social Philosophy outlined in Section 4.2 only apply to students who began the MA in Social Philosophy in Fall 2024 or later. Students in the MA in Social Philosophy who began prior to this date may choose to follow this curriculum or the old curriculum included in the 2023 Graduate Student Handbook.*

The MA in Social Philosophy serves two student populations and includes several tracks to address the needs and interests of these different groups. The first are students who have an interest in bolstering their theoretical knowledge of social and political issues in preparation for careers in law, criminal justice, public policy, environmental justice, DEI work, education, and other fields that bear on contemporary social and political matters. Additionally, this program serves Jesuit Scholastics in the First Studies Program at Loyola and includes two tracks for these students to support this stage of formation and meet the needs of students entering First Studies with different levels of preparation in philosophy. The curriculum for this degree thus has the following tracks to address these two populations:

- MA in Social Philosophy: For students in the general population who are interested in bolstering their theoretical knowledge of social and political issues in preparation for a range of careers. This track has the flexibility to address a range of career goals and social and political interests.
- MA in Social Philosophy - Jesuit Scholastic Foundational Track: For Jesuit Scholastics who enter First Studies with little or no background in philosophy. It includes a sequence of courses in the history of philosophy as well as sequenced courses in ethics and social and political philosophy to build foundational knowledge and skills.
- MA in Social Philosophy - Jesuit Scholastic Enhanced track: For Jesuit Scholastics who have some background in philosophy, typically the equivalent of a major or minor in philosophy or a related humanities field. It does not require the full history sequence that the foundational track requires. This track serves students interested in advancing their theoretical knowledge of social, political, ethical, and critical philosophy as well as students interested in pursuing doctoral studies in philosophy.

Jesuit scholastics will enroll either in the MA in Social Philosophy-Jesuit Scholastic Foundational Track or the MA in Social Philosophy-Jesuit Enhanced Track. The track they pursue will be determined by the Director of First Studies upon their enrollment at Loyola. This will be based on the level of preparation for philosophical study. All other students should enroll in the MA in Social Philosophy.

Additional information about this degree can be found in the MA in Social Philosophy Additional Information document included on the department website as well as in the online [LUC Academic Catalog](#). Please consult the Catalog for the most up to date degree information and requirements. Please consult the [Graduate Course Offerings](#) page on the Philosophy Department website for detailed descriptions of upcoming course offerings and the distribution requirements these courses satisfy for this degree.

## **Prerequisites**

Non-Jesuit scholastic students who enter the MA in Social Philosophy must have a Bachelor of Arts degree or its equivalent from an accredited institution and must have a minimum GPA requirement 3.0 in the coursework for their most recent degree. Jesuit scholastics who enter the MA in Social Philosophy will either be placed on the Jesuit Scholastic Foundational or Enhanced Track. This will be determined by the Director of First Studies, and it will depend on their level

of preparation in philosophy. In general, Jesuit Scholastics placed on the enhanced track will have a solid background in philosophy (ordinarily an undergraduate major, minor, or the equivalent). Jesuit scholastics without this background will typically be placed on the foundational track.

**Probationary Admission:** Students who apply to the MA in Philosophy or MA in Social Philosophy with a GPA that falls slightly below the 3.0 threshold may, in exceptional cases, be admitted on probation. To be considered for probationary admission, applicants must show a strong upward grade trajectory in their most recent degree and have additional strengths in their application that merit this recommendation. Students admitted on probation must maintain a minimum GPA of 3.0 in all graduate courses in their first semester at Loyola to continue in the graduate program in the second semester. They may not enter their second semester with more than one incomplete, which must be completed within 6 weeks of the start of the next semester. If the incomplete is not submitted to the course instructor within 6 weeks of the start of the second semester, the student will not be able to continue in the program upon completing their second semester.

### **Total number of credits (all tracks)**

30 hours of coursework are required for the MA in Philosophy. All courses must be taken at the 400 level or above

### **Shared Requirements (all tracks)**

All students in the MA in Social Philosophy regardless of track must complete the following requirements:

- **PHIL 480: Social and Political Philosophy (3 credits):** this course will be offered every semester. The content of the course will vary depending on topic and instructor, so students should consult with the GPD about when to take this course.
- **One Course in a Non-European Tradition (3 Credits):** Courses that fulfill this requirement should engage a tradition beyond the European canon of philosophy. Whether a course fulfills this requirement will be indicated on the department courses schedule
- **PHIL 511: Social Ethics Practicum (3 credits):** This course requires a 70–80 hour internship or equivalent arrangement with a nonprofit organization, government agency, or other service-oriented organization. In addition to being on-site at this internship, students will attend a seminar in which they prepare several papers reflecting on this experience, addressing a tension facing the agency, and research and analysis of a policy issue they encountered. This will be coupled with the existing integration seminar and should be taken in the Fall of Year 3 in preparation for the MA examination.
- **MA Examination:** MA Thesis or Paper: Toward the end of the MA course of studies, the student must pass an oral examination on a substantial research paper, thesis, or portfolio the student has written (see MA Examination below for detailed procedures).

## Track 1: MA in Social Philosophy (non-Jesuit track)

The MA in Social Philosophy is for students in the general population who would like to bolster their theoretical knowledge of social and political topics such as law, international ethics, migration, human rights, environmental justice, racism, gender and sexuality, education, and bioethics. Though students in this degree may wish to pursue a career in academic philosophy, it is designed to support students with a variety of professional goals outside of this, for instance, in law, public policy, criminal justice, international relations, DEI, education, government, and social work.

### **Track Requirements**

The following requirements are specific to students enrolled in the MA in Social Philosophy, who are not on either the Jesuit Scholastic foundational or enhanced track:

- 1 course a Non-European Tradition (3 credits) 5 courses in Ethics/Social and Political Philosophy (15 credits): These 5 courses should be taken in the following way:
  - 1 course must be PHIL 480 Social and Political Philosophy of the 5 taken in this distribution area. The student may choose to take PHIL 480 under any topic. Topics and course content will vary depending on instructor and will be indicated in the department course schedule and in LOCUS.
  - Course Clusters: Ideally, students will fulfill this area requirement by choosing two “clusters” of courses in the Ethics/Social and Political Philosophy distribution area. 2 courses should be taken in one cluster and 3 in the other. PHIL 480 may be taken as a part of either of these clusters and included in the total 5 courses required for this distribution area These clusters are:
    - Social and Political Philosophy/Philosophy of Law: This area would include courses from the canon of political philosophy, as well as figures and texts critical of the canon, and perspectives of the historically marginalized.
    - Critical Philosophy of Race/Feminism/Queer Theory: This area would include courses in critical philosophy of race, feminist philosophy, queer theory, post-colonial and decolonial theory, and theories of inequality.
    - Human Security: This area would include courses focusing on health, food security, potable water, housing, safety from state and non-state violence.
    - Bioethics: This area would include courses focusing on health disparities, healthcare ethics, and bioethics.
    - International Issues and Perspectives: This cluster would include courses on migration, global governance, Just War theory, international ethics, international, law, global justice, and economic development.
    - Note: There may be flexibility in this, which will be determined through advising. Students should choose clusters that speak to their interests and career goals.
- 3 Electives (9 credits)
- PHIL 511 Social Ethics Practicum (3 credits-see shared requirements above)

- MA Examination (see MA Examination section)

## Track 2: MA in Social Philosophy – Jesuit Scholastic Foundational Track

This track is designed for Jesuit scholastics who come to Loyola with little or no background in philosophy. It includes a sequence in the history of philosophy as well as sequenced courses in ethics and social and political philosophy to build foundational knowledge and skills.

### *Track Requirements*

The following requirements are specific to the Jesuit Scholastic Foundational Track of the MA in Social Philosophy:

- 1 course in a non-European tradition (see shared requirements above)
- 3 courses in the History of European philosophy: 1 course must be taken from each of the following areas:
  - Ancient Philosophy
  - Medieval Philosophy
  - Modern Philosophy
- 2 courses in Social and Political Philosophy/Ethics (6 Credits): One should be flagged as Level I and one flagged as Level II (to be indicated on the department course schedule). One of these courses must be PHIL 480: Social and Political Philosophy. Students may choose to take this course under any topic (topics and content will vary depending on instructor).
  - The Level I course should introduce students to basic, foundational themes in social and political philosophy.
  - The Level II course should build on the knowledge students have developed in the Level I course.
- 1 Course in Contemporary/Critical Perspectives (3 Credits): Courses that fulfill this requirement should engage contemporary topics and/or figures or offer a critical perspective on traditional approaches to philosophy.
- 2 Electives (6 Credits): It is our wish that scholastics on the Foundational Track will take electives in areas that emphasize interdisciplinarity, engaged learning, and/or environmental issues. While this is not required, we hope to promote students taking electives in one of these areas and will flag courses accordingly on the Philosophy Department's graduate course schedule. Electives flagged in this way will involve the following:
  - Interdisciplinary Electives: Electives will be considered interdisciplinary if they are outside of philosophy or if they have been flagged on the philosophy course schedule as having a significant interdisciplinary component.
  - Engaged Learning Electives: Electives will be considered engaged learning electives if the content is relevant to the service work an individual student is doing, and the instructor agrees to develop individual assignments that incorporate this work into the student's work in class. Courses may also be flagged as engaged learning on the course schedule when faculty agree in advance to do this, or the course contains a service-learning component. This could be a course on human rights and migration that requires engagement with migrant communities in Chicago; a course on race, police, and prisons in

which assignments are developed for particular students working with local prison populations; or a course on indigenous land rights that involves engagement with First Nations peoples.

- Environmental Electives: Electives will be considered environmental if they are either taken in the School of Environmental Sustainability or they have been flagged on the philosophy course schedule as having a significant environmental component (E.g. The spring 2024 course PHIL 490: Current Philosophical Issues: Topic, Philosophical Perspectives on Climate Change)
- PHIL 511 Social Ethics Practicum (3 Credits): Ministerial work counts toward this course (see shared requirements above)
- PHIL 505 Pedagogy Seminar (0 Credits): For those who will not be missioned to schools, this requirement may be waived.
- MA Examination (see MA Examination section)

### **Track 3: MA in Social Philosophy – Jesuit Scholastic Enhanced Track**

This track will serve scholastics who have some background in philosophy already. It does not require a full history sequence, and it includes several additional “tagged” electives beyond what is required for the foundational track. The enhanced track will serve students interested in advancing their theoretical knowledge of social, political, critical, and ethical philosophy as well as students interested in pursuing doctoral studies in philosophy.

#### ***Track Requirements***

The following requirements are specific to the Jesuit Scholastic Enhanced Track of the MA in Social Philosophy:

- 1 course in a non-European tradition (3 credits): See shared requirements above.
- 1 course in a European tradition (3 credits): Any course in the history of European philosophy
- 1 course in Contemporary/Critical Perspectives (3 credits): See foundational track description above.
- 3 courses in Social and Political Philosophy/Ethics (9 credits)
  - 1 of these courses must be PHIL 480: Social and Political Philosophy. Students may choose to take this course under any topic (topics and content will vary depending on instructor).
- 3 Electives (9 credits): As with the Foundational Track, it is our wish that Jesuit scholastics on the Enhanced Track will take three of these electives in areas that emphasize interdisciplinarity, engaged learning, and/or environmental issues. While this is not required, we hope to promote students taking electives in these areas and will flag courses accordingly on the philosophy graduate course schedule. A description of these areas is included in the Jesuit Scholastic Foundational Track.
- PHIL 511 Social Ethics Practicum (3 credits): see shared requirements above

- PHIL 505 Pedagogy Seminar (0 credits): For students who are not missioned to schools, this requirement may be waived
- MA Examination: See [MA Examination](#)

### 4.3 MA in Philosophy

This degree is for students interested in pursuing a PhD in philosophy or a related field upon completion of an MA in Philosophy. It provides students with a solid grounding in the history of philosophy as well as engagement with a range of current debates in social and political philosophy, ethics, and contemporary philosophy. For additional information about this degree see the [Philosophy MA in LUC's Online Academic Catalog](#). This degree will be considered terminal when the student has not already been admitted to the PhD program in Philosophy at Loyola (PhD students should see the [PhD Master's Degree Requirement](#)). Terminal MA students are expected to apply externally to PhD programs. Though they may apply to Loyola's PhD program upon completion of the MA, they will be considered in the regular applicant pool for the PhD program for which the acceptance rate is typically less than 3%. Admission to the MA in Philosophy in no way guarantees admission to the PhD program in philosophy.

#### Prerequisites

Entering MA students must have a Bachelor of Arts degree or its equivalent from an accredited institution, and they must have a minimum overall GPA of 3.0 in the coursework for their most recent degree program. They should have a solid background in philosophy (ordinarily an undergraduate major, minor, or the equivalent).

Probationary Admission: Students who apply to the MA in Philosophy or MA in Social Philosophy with a GPA that falls slightly below the 3.0 threshold may, in exceptional cases, be admitted to the MA program on probation. To be considered for probationary admission, applicants must show a strong upward grade trajectory in their most recent degree and have additional strengths in their application that merit this recommendation. Students admitted on probation must maintain a minimum GPA of 3.0 in all graduate courses in their first semester at Loyola to continue in the graduate program in the second semester. They may not enter their second semester with more than one incomplete, which must be completed within 6 weeks of the start of the next semester. If the incomplete is not submitted to the course instructor within 6 weeks of the start of the second semester, the student will not be able to continue in the program upon completing their second semester.

#### Total number of credits

30 hours of coursework are required for the MA in Philosophy. All courses must be taken at the 400 or 500 levels

#### Requirements

- Take one course from each of the following distribution areas:
  - Ancient
  - Medieval
  - Modern
  - Analytic

- Continental Philosophy
- 5 electives at the 400-level
- *MA Examination*: A student earning an MA in Philosophy must pass an oral examination on a substantial research paper or thesis the student has written (see MA Examination for detailed procedures). The focus of the examination is on the argument and analysis of the paper, as well as on the background thought that the argument and analysis presuppose. A student is eligible for the MA Examination after completing or being in the semester of completing 30 hours of coursework.

## 5 MA Examination: Options 1, 2, and 3

An MA Examination is required for students in the BA/MA, MA in Social Philosophy, and MA in Philosophy programs. It is also required for students in the PhD program who have not completed an MA thesis prior to entering the PhD program at Loyola. There are **three options** for completing the MA Examination depending on the program of study:

1. Oral Defense of MA Thesis (Recommended for BA/MA, MA, MA in Soc. Phil students)
2. Oral Defense of MA Paper (Recommended for BA/MA, MA, MA in Soc. Phil students)
3. Faculty Review of Two Scholarly Papers (Recommended for PhD students)

Options 1 and 2 are designed for students in the BA/MA, MA in Social Philosophy, and MA in Philosophy. Option 3 is designed for students in the PhD program. While students may fulfill the MA examination in any one of these three ways, it is strongly recommended that students take the exam that has been designed for their program of study. Students will determine in consultation with their advisors which MA Examination option is best for them. Students should also consult the GPD if they wish to deviate from the recommended MA Examination option for their program.

A student intending to take the MA Examination should notify the GPD of this intention early. For any student pursuing MA Exam Options 1 and 2, this notice of intent should be given sometime in the semester prior to the semester in which the student intends to take the exam. This notice of intent should include (a) which MA examination option the student is pursuing; (b) the title of the paper; (c) a paragraph summarizing the argument; and (d) a timeline for completing the project by the university and Graduate School dates and deadlines for degree conferral. For PhD students, it is assumed that they will be completing Option 3. PhD Students who intend to pursue a different option must notify the GPD of this intention no later than the end of the second semester of the first year. This notice of intent should include (a) which MA examination option the student plans to complete; (b) a justification for pursuing this option and advisor approval; (c) a timeline for completing the alternative option by the end of the second year and no later than the beginning of the third year.

### 5.1 Option 1: MA Thesis and Oral Defense

The MA thesis track requires students to prepare a written research paper of no less than 35 pages and pass an oral examination at least one hour in length based on the thesis they have submitted. Students who complete this option are required to meet all Graduate School formatting requirements and thesis submission deadlines. They are also required to take [UNIV 370: Responsible Conduct in Research and Scholarship](#). For additional information about the paperwork required for the MA thesis and oral defense, see [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#).

#### Who Should Choose Option 1

This option is recommended for MA students who intend to pursue a PhD in Philosophy upon completion of the terminal MA at Loyola. However, students in any degree program may choose this option in consultation with faculty advisors and/or the GPD.

## **MA Thesis Requirements and Deadlines**

While the MA thesis involves additional requirements and earlier deadlines than MA Exam Options 2 or 3, the title of the MA thesis will appear on the student's transcript as well a grade of "pass with distinction" if this grade is recommended by all members of the committee (see [MA Thesis Recommendations](#)). Those who chooses to complete the MA thesis must meet the following requirements and deadlines:

### ***UNIV 370: Responsible Conduct in Research and Scholarship***

A student who chooses the thesis track must complete a non-credit course, UNIV 370: Responsible Conduct in Research and Scholarship, which is a one-day seminar typically offered the week before classes begin in both the Fall and Spring semesters. For additional information about registering, see the [Responsible Conduct in Research Scholarship](#) page of the Office of Research Services website.

### ***Applying for Graduation***

No less than 6 months prior to the intended MA graduation date, students should apply for graduation by submitting an "Application to Receive a Degree." Please see the [Graduate School's Key Dates and Deadlines](#) for a link to the application as well as the exact dates by which this application must be submitted to avoid a late fee. Typically, students must apply for degree conferral by the following deadlines: (1) Dec. 1 for May degree conferral; (2) Feb. 1 for August degree conferral; (3) August 1 for December degree conferral. For additional information about graduation, see the [Applying for Graduation](#) section of this Handbook.

### ***Formatting Requirements and Final Copy Deadlines***

The MA thesis option requires a more formal submission process than the other two MA Examination options. It must meet the MA thesis formatting requirements and deadlines of the Graduate School. For more information, see the [Dissertation/Thesis Formatting](#) and [Key Dates & Deadlines](#) pages of the Graduate School website. Please note that these deadlines typically fall on Oct 1 in the Fall Semester and March 1 in the Spring semester, which means that the thesis and defense must be completed by the end of September or February of the semester in which the student intends to graduate.

## **MA Advisor and MA Committee**

### ***MA Advisor***

Students should select a faculty person to serve as their MA thesis advisor at the end of their first year and no later than the beginning of the second. This should be someone who can not only help with the MA Thesis and defense but who can also review applications for PhD programs or other positions students will seek upon graduating. The MA Advisor will also help the student form an MA thesis committee and serve as the chair of this committee.

### ***MA Thesis Committee***

A thesis committee should be formed approximately 2 months before the defense date and no less than one month prior to the defense date. The department requires a minimum of three exam committee members on an MA thesis defense. At least three exam committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty.

Students may request additional members of the committee, but they should carefully weigh the value of a larger committee against the risks. Additional committee members could be faculty members in other departments at Loyola or other institutions. Upon inviting and receiving confirmation of committee membership, the student should submit the appropriate forms on GSPS and complete the MA thesis paperwork. Students will also need to complete the Thesis/Dissertation Proposal form on GSPS. Do note that the MA proposal form does not require a defense like the dissertation proposal. See For additional information about the paperwork and deadlines associated with the MA committee and proposal, see [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#).

## Written MA Thesis

The MA thesis requires students to prepare a written thesis of at least 35 pages. The thesis may be developed from a paper already written for a course and should demonstrate the student's ability to do professional philosophical research. It can be a treatment of an issue or problem in any area of philosophy. Students who choose to write the MA thesis must take [UNIV 370: Responsible Conduct in Research and Scholarship](#). This course is typically offered the week before classes begin in the Fall and Spring semesters. Please follow the UNIV 370 link above to register.

Because the thesis must meet the Graduate School formatting deadlines, students should begin preparing the written thesis during the summer between their first and second years in anticipation of defending the thesis in late February of Year 2.

## Oral Defense of the MA Thesis

Upon completion of the written thesis, a public oral defense of no less than 1 hour (and typically 1.5 hours) will be conducted by a committee of at least three philosophy graduate faculty members, one of whom is the student's advisor in preparing the thesis. Students should consult the [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#) for additional information about the paperwork required for the defense.

### ***Before the Defense***

1-2 months before the defense: After the MA committee is formed and the appropriate paperwork is completed, the student should work with the committee to establish a date for the defense. The MA advisor should then book a room for the defense using [25Live Pro](#), which is Loyola's room reservation system (students are unable to access this platform). Once the time, date, and location of the defense are established, the student should notify the GPD and Graduate Administrative Assistant about publicizing the defense.

1-2 weeks before the defense: The written thesis should be sent to the committee no less than 14 days prior to the defense. No less than 5 days prior to the defense, committee members must indicate whether the written work is ready for the defense. The advisor should send an email reminding the committee to do this ahead of the defense. To this end, committee members send an email to the MA advisor (but not the student) indicating one of the following:

- Green Light: There are no serious structural or content-related problems that would prevent a successful defense. The committee member indicates with this recommendation

that they believe it is reasonable to proceed with the defense. This does not guarantee a pass. The student must demonstrate in the oral defense that they have mastery of the philosophical problem they are addressing, the material they are engaging, and the argument they are advancing. A green light merely indicates there are no red flags in the written work.

- **Yellow Light:** The written work has several structural or content-related problems that may need to be addressed before the oral defense. The committee member indicates with this recommendation that they have reservations about the project but that it can still receive a passing mark if the student's performance in the oral defense is strong and responds adequately to these issues. The committee member must clearly articulate in their email to the advisor why they have reservations that warrant this recommendation.
- **Red Light:** The written work has several significant structural or content-related problems that suggest it is not ready to be defended. The committee member indicates with this recommendation that regardless of how the oral defense goes, the student is unlikely to pass.

**Note:** The decision to proceed with the defense is ultimately up to the advisor and the student. However, if the advisor receives a significant number of yellow and red-light responses from the committee, delaying the defense to address these issues is strongly recommended.

### ***Conducting the MA Thesis Defense***

On the day of the defense, the student should bring with them [the MA Thesis defense ballot](#). Please see the [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#) for additional information about the departmental and GSPS paperwork required on the day of the defense.

The MA Thesis Defense is a public oral examination of no less than 1 hour (and typically 1.5 hours) based on the written MA thesis submitted by the student. During the defense, the advisor may wish to introduce the student and their work, and the student should spend no more than 10 minutes presenting the thesis, at which point the student will be questioned by the committee. The structure of questioning will be determined by the MA advisor, and all members should agree to this structure prior to the start of the defense. Every committee member must participate in the defense, and this part of the defense will typically last for approximately 45 minutes. Once the committee has completed its questioning, the MA advisor may wish to invite the audience to ask questions.

The committee's questions asked should test the following:

- The student's mastery of the topic of the thesis and the central problems it addresses.
- The student's mastery of the classical and contemporary scholarship the thesis engages.
- The student's facility in responding to objections to the central claims and argument of the thesis.

- The student’s ability to speak to the contribution of the project to contemporary debate and/or contemporary issues.
- The student’s ability to articulate further implications of the project.

### ***Thesis Defense Recommendations***

At the conclusion of the defense, the committee will leave the defense room to deliberate and make a recommendation. They will indicate this evaluation on [the MA Thesis defense ballot](#), which the student should bring to the defense, (see [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#)). Evaluation of the student’s performance in both the written and oral defense should be based on the MA Thesis/Paper Defense Rubric on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. These deliberations will yield one of the following recommendations:

- **Pass:** The student has met the criteria of the MA thesis defense rubric and answered questions in the oral defense in a way that demonstrates mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they have advanced. A recommendation of pass depends on all committee members concurring with this judgment. Upon receiving a recommendation of pass and completing the necessary paperwork, the student will have completed all requirements for the MA degree.
  - **Pass with Distinction:** The committee may award “distinction” to designate outstanding work on both the written text and oral defense; this designation should only be made on rare occasions of truly exceptional work. For the MA thesis, distinction should be considered in light of the metrics associated with MA level research. Factors at this stage may include the level of improvement a student has shown, in addition to preparing a thesis that meets the standards of scholarly excellence in their field. Each committee member should be able to speak to why this mark of distinction is warranted and the vote for distinction must be unanimous. This designation is treated as an honor that will appear on the student’s transcript.
- **Conditional Pass:** The committee agrees that the thesis requires several additional revisions, and a pass is contingent upon the student making those revisions.
  - **Revisions:** Upon completing the thesis defense and receiving feedback from the committee, students who receive a conditional pass should complete the necessary revisions as soon as possible. The MA advisor will determine whether the revised thesis has met the committee’s expectations and may ask that the committee to review the revised thesis before final submission. If the revisions are completed quickly, students may still be able to meet the deadlines for graduating in the semester of the original defense. Students must submit final copies of the thesis with approved revisions within one semester of a successful defense (e.g., if a student’s defense falls within a Fall semester, their final copies must meet the

Spring semester submission deadlines). After one full semester, a student may be discontinued and be required to apply for reinstatement.

- **Non-pass:** The thesis falls short of many of the criteria on the rubric and the oral defense demonstrates that the student lacks mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they are advancing. In these cases, the student must make significant revisions or write a new thesis. Though many steps are taken in advance of the defense to avoid this outcome, it is possible. In these cases, students will not have met the requirements for earning the degree. They may be discontinued from the program and required to apply for reinstatement.

### ***Upon Completing the MA Thesis Defense***

**Paperwork:** The MA Thesis defense ballot should be submitted electronically to the GPD and Graduate Administrative Assistant upon the completion of the defense. The GPD will upload this to the Thesis/Dissertation Defense form that the student initiated in GSPS and approve the completion of this requirement. The GPD will also sign off on the final degree checklist for the candidate for graduation. For additional information about submitting the appropriate paperwork see [Paperwork Instructions for MA Exam Option 1 \(MA Thesis and Defense\)](#)

**Final Copies of Thesis:** The student must then submit to the Graduate School a final, approved electronic copy of the text and other necessary material in proper format. At this time, students should also submit a final copy of the thesis to the GPD and Graduate Administrative Assistant so that we have an internal record of the completed MA Thesis. See the [Dissertation/Thesis Formatting](#) page of the Graduate School website for additional information about formatting the dissertation. Please also review the deadlines for submitting final copies of the dissertation on the [Key Dates & Deadlines](#) page of the Graduate School website. In addition, to ensure that all theses and dissertations are accessible to the academic community and the interested public, they must be published through ProQuest.

## **5.2 Option 2: MA Paper and Oral Defense**

Like the MA thesis, the MA paper option requires students to prepare a written research paper of no less than 30 pages and pass an oral examination of no less than one hour in length based on the thesis they have submitted. However, unlike the MA thesis, the MA paper has a less formal submission process. The MA paper does not need to meet the Graduate School formatting requirements and deadlines and students are not required to take UNIV 370 Responsible Conduct in Research and Scholarship.

Please note that the paperwork that must be filed for the MA Paper is different than the paperwork that must be filed for the MA Thesis. For additional information about the paperwork required for the MA paper and oral defense, see [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#).

### **Who Should Choose MA Exam Option 2**

This option is recommended for terminal MA students who do not plan to pursue a PhD in Philosophy upon completion of the terminal MA at Loyola or who, for various, may not be in a position to meet the formatting deadlines associated with the MA thesis. It is also the best option

for students in the PhD program who, in consultation with the GPD and faculty advisors, have elected not to pursue MA Option 3. However, students in any degree program may choose this option in consultation with faculty advisors and/or the GPD.

## **MA Paper Requirements and Deadlines**

Because the MA paper does not need to meet the Graduate School formatting requirements and deadlines, students who complete the MA paper have several additional months to complete this requirement than those who complete the MA thesis. Terminal MA students who choose this option also do not need to complete UNIV 370 (PhD students who choose this option do need to complete UNIV 370 for their dissertations, but not the MA paper). Please note, however, that while the MA paper option affords more flexibility in these regards, the title of the MA paper does not appear on the student's transcript. Furthermore, while students may receive a grade of "pass with distinction" on the MA paper if all committee members agree to this recommendation, this grade does not appear on the student's transcript nor is it recorded by the Graduate School. Instead, a "pass with distinction" is only recorded internally by the Philosophy Department, and students will only be able to note this on their CVs. Students who complete the MA Paper and Defense must meet the following requirements and deadlines:

### ***Applying for Degree Conferral***

No less than 6 months prior to the intended MA graduation date, students should apply for graduation by submitting an "Application to Receive a Degree." Please see the [Graduate School's Key Dates and Deadlines](#) for a link to the application as well as the exact dates by which this application must be submitted to avoid a late fee. Typically, students must apply for degree conferral by the following deadlines: (1) Dec. 1 for May degree conferral; (2) Feb. 1 for August degree conferral; (3) August 1 for December degree conferral. For additional information about graduation, see the [Applying for Graduation](#) section of this Handbook.

### ***MA Paper Deadline***

Students must complete the MA paper, oral defense, and all requisite paperwork by the last day of classes of the semester in which the student needs to graduate [see [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#)].

## **MA Paper Advisor and Committee**

### ***MA Advisor***

Students should select a faculty person to serve as their MA paper advisor at the beginning of the first semester of their second year and no later than the end of the first semester of their second year. This should be someone who can not only help with the MA papers and defense but who can also review applications for PhD programs or other positions that students will seek upon graduating. The MA Advisor will also help the student form an MA paper committee and serve as the chair of this committee.

### ***MA Paper Committee***

A thesis committee should be formed approximately 2 months before the defense date and no less than one month prior to the defense date. The department requires a minimum of three exam committee members on an MA paper defense. At least three exam committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty. Students may request additional members of the committee, but they should carefully weigh

the value of a larger committee against the risks. Additional committee members could be faculty members in other departments at Loyola or other institutions. Upon inviting and receiving confirmation of committee membership, the student should submit the appropriate departmental and GSPS paperwork for the MA paper [(see [Paperwork instructions for MA Exam Option 2 \(MA Paper and Defense\)](#))].

## Written MA Paper

The MA Paper option requires students to prepare a research paper of at least 30 pages. The MA paper may be developed from a paper written for a course and should demonstrate the student's ability to do professional philosophical research. It can be a treatment of an issue or problem in any area of philosophy. The format and topic of the paper will be determined by the student in consultation with the MA advisor. Because the MA paper does not need to meet the Graduate School's formatting requirements and deadlines and the defense and paperwork can be completed by the final day of classes of the semester in which the student intends to graduate, the student can begin the writing process later than students preparing an MA thesis. However, the writing process should begin no later than the end of the first semester of the second year with the aim of defending the paper sometime in the final month of the semester in which the student intends to graduate.

## Oral Defense of MA Paper

Upon completion of the written MA paper, a public oral defense of no less than 1 hour (and typically 1.5 hours) will be conducted by a committee of at least three philosophy graduate faculty members, one of whom is the student's advisor in preparing the thesis. Students should consult the [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#) for additional information about the paperwork required for the defense.

### ***Before the Defense***

6 months before the defense: Submit "Application to Receive a Degree." Typically, these applications have the following deadlines: (1) Dec. 1 for May degree conferral; (2) Feb. 1 for August degree conferral; (3) August 1 for December degree conferral. Please see the [Graduate School's Key Dates and Deadlines](#) for the exact dates as well as a link to the application. For additional information, see the [Degree Conferral and Graduation](#) section of this Handbook. While PhD students will earn the MA as a requirement of their PhD and will not graduate from the PhD program at this point, they must still have the MA degree conferred and should file this paperwork for the MA degree according to the appropriate deadlines.

1-2 months before the defense: After the MA committee is formed and the appropriate paperwork is completed, the student should work with the committee to establish a date for the defense. The MA advisor should then book a room for the defense using [25Live Pro](#), which is LUC's online room reservation system (students are unable to access this platform). Once the time, date, and location of the defense is established, the student should notify the GPD and Graduate Administrative Assistant about publicizing the defense.

1-2 weeks before the defense: The written MA paper should be sent to the committee no less than 14 days prior to the defense. No less than 5 days prior to the defense, committee members must indicate whether the written work is ready for the defense. The advisor should

send an email reminding the committee to do this ahead of the defense. To this end, committee members send an email to the MA advisor (but not the student) indicating one of the following:

- **Green Light:** There are no serious structural or content-related problems that would prevent a successful defense. The committee member indicates with this recommendation that they believe it is reasonable to proceed with the defense. This does not guarantee a pass. The student must demonstrate in the oral defense that they have mastery of the philosophical problem they are addressing, the material they are engaging, and the argument they are advancing. A green light merely indicates there are no red flags in the written work.
- **Yellow Light:** The written work has several structural or content-related problems that may need to be addressed before the oral defense. The committee member indicates with this recommendation that they have reservations about the project but that it can still receive a passing mark if the student's performance in the oral defense is strong and responds adequately to these issues. The committee member must clearly articulate in their email to the advisor why they have reservations that warrant this recommendation.
- **Red Light:** The written work has several significant structural or content-related problems that suggest it is not ready to be defended. The committee member indicates with this recommendation that regardless of how the oral defense goes, the student is unlikely to pass.

**Note:** The decision to proceed with the defense is ultimately up to the advisor and the student. However, if the advisor receives a significant number of yellow and red-light responses from the committee, delaying the defense to address these issues is strongly recommended.

### ***Conducting the MA Paper Defense***

On the day of the defense, the student should bring with them [the MA Paper defense ballot](#). Please see the [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#) for additional information about the departmental and GSPS paperwork required on the day of the defense.

The MA Paper defense is a public oral examination of no less than 1 hour (and typically 1.5 hours) based on the written MA Paper submitted by the student. During the defense, the advisor may wish to introduce the student and their work, and the student should spend no more than 10 minutes presenting the thesis, at which point the student will be questioned by the committee. The structure of questioning will be determined by the MA advisor, and all members should agree to this structure prior to the start of the defense. Every committee member must participate in the defense, and this part of the defense will last for approximately 45 minutes. Once the committee has completed its questioning, the MA advisor may wish to invite the audience to ask questions.

The committee's questions asked should test the following:

- The student's mastery of the topic of the thesis and the central problems it addresses.

- The student’s mastery of the classical and contemporary scholarship the thesis engages.
- The student’s facility in responding to objections to the central claims and argument of the thesis.
- The student’s ability to speak to the contribution of the project to contemporary debate and/or contemporary issues.
- The student’s ability to articulate further implications of the project.

### ***MA Paper Defense Recommendations***

At the conclusion of the defense, the committee will leave the defense room to deliberate and make a recommendation. They will indicate this evaluation on the MA Paper Exam Form, which the student should bring to the defense, [see [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#)]. Evaluation of the student’s performance in both the written MA paper and oral defense should be based on the MA Thesis/Paper Defense Rubric on the Philosophy Department website under [Graduate Program Forms, Rubrics, and Instructions](#). These deliberations will yield one of the following recommendations:

- **Pass:** The student has met the criteria of the MA Thesis/Paper defense rubric and answered questions in the oral defense in a way that demonstrates mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they have advanced. A recommendation of pass depends on all committee members concurring with this judgment. Upon receiving a recommendation of pass and completing the necessary paperwork, the student will have completed all requirements for the MA degree.
  - **Pass with Distinction:** The committee may award “distinction” to designate outstanding work on both the written text and oral defense. Please note, however, that for students who complete the MA paper instead of the MA thesis, this designation will not appear on their transcript, nor will it be recorded by the Graduate School. It will only be recorded internally by the department. A “pass with distinction” should only be made on rare occasions of truly exceptional work. For the MA Paper, distinction should be considered in light of the metrics appropriate to MA-level research. Factors at this stage may include the level of improvement a student has shown in addition to preparing an MA paper that demonstrates scholarly excellence in their field. Each committee member should be able to speak to why this mark of distinction is warranted and the vote for distinction must be unanimous.
- **Conditional Pass:** The committee agrees that the MA paper requires several additional revisions, and a pass is contingent upon the student making those revision.
  - **Revisions:** Upon completing the MA paper defense and receiving feedback from the committee, students who receive a conditional pass should complete the necessary revisions as soon as possible. The MA advisor will determine whether the revised MA paper has met the committee’s expectations and may ask that the committee to review the revised MA paper before final submission. If the

revisions are completed quickly, students may still be able to meet the deadlines for graduating in the semester of the original defense, though this is unlikely in the case of MA papers. Students must submit final copies of the MA paper with approved revisions within one semester of a successful defense (e.g., if a student's defense falls within a Fall semester, then their final submission must meet the Spring semester submission deadlines). After one full semester a student may be discontinued and be required to apply for reinstatement.

- **No Pass:** The MA paper falls short of many of the criteria on the rubric and the oral defense demonstrates that the student lacks mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they are advancing. In these cases, the student must make significant revisions or write a new MA Paper. Though many steps are taken in advance of the defense to avoid this outcome, it is possible. In these cases, students will not have met the requirements for earning the degree. They may be discontinued from the program and required to apply for reinstatement.

### ***Upon Completing the MA Paper Defense***

**Paperwork:** The MA Paper defense ballot should be submitted electronically to the GPD and Graduate Administrative Assistant immediately after the completion of the defense. The GPD will keep this form for the internal record of the department and verify on GSPS that the MA Examination has been completed. The GPD will keep the paper ballot for the department's records and approve the GSPS "MA Paper/Portfolio" form in GSPS. The GPD will also sign off on the final degree checklist for the candidate for graduation. For additional information about submitting the appropriate paperwork see [Paperwork Instructions for MA Exam Option 2 \(MA Paper and Defense\)](#).

**Final Copies of MA Paper:** Students should submit to the GPD and Graduate Administrative Assistant a final, approved electronic copy of the MA paper. This will be kept internally in the department and does not need to meet the formatting requirements of the Graduate School.

## **5.3 Option 3: Faculty Review of Two Scholarly Papers**

This option requires students to complete an MA Scholarly Paper Portfolio that includes two scholarly research papers in the following areas:

1. The history of philosophy (e.g. ancient, medieval, modern, 19<sup>th</sup> century, etc.). This paper should come from a course that meets a history of philosophy distribution requirement unless prior approval is sought from the GPD.
2. A contemporary field (contemporary analytic or continental philosophy, philosophy of race, ethics and value theory, feminism, bioethics, etc.)

These papers will be developed from promising graduate seminar papers completed during the first two years of graduate coursework. Each paper must be article length (6000 to 8000 words) unless otherwise specified by advising faculty. These papers must be prepared as scholarly research papers according to criteria that help students develop skills associated with philosophical research, conference presentation, and article publication. All students who enter

the program will receive general instructions and standards for meeting this threshold, but they should also consult with faculty in their courses as well as other faculty who have expertise in relevant fields for guidance.

Please see the [Paperwork Instructions for MA Exam Option 3 \(Two Scholarly Papers\)](#) before beginning the submission process for either paper.

### **Who Should Choose Option 3**

This option is designed for PhD students who enter the program without having already completed an MA thesis in philosophy. For additional information see [PhD Master's Degree Requirement](#). This section also includes a detailed [Timetable for Completing the MA Examination](#) that is specific to the PhD program. PhD students pursuing Option 3 will complete one paper by the end of the first year and one paper by the end of the second year. While there is some flexibility, PhD students must complete the MA Examination by the beginning of the first semester of the third year. While students in other programs may choose Option 3 when appropriate, this requires the approval of the GPD and faculty advisor. It will be assumed that PhD students are pursuing Option 3, but they can choose to pursue one of the other two MA Examination options in consultation with a faculty advisor and the GPD.<sup>1</sup>

### **MA Exam Option 3 Requirements and Deadlines**

MA exam option 3 will be treated as an MA Portfolio and will be submitted under the “MA Paper/Portfolio” form in GSPS. Students do not need to meet the Graduate School formatting requirements and deadlines for this MA exam option, but PhD students pursuing this option must complete these two papers according to the timetable outlined in the [PhD Master's Degree Requirement](#) section of the Handbook. There is no “pass with distinction” option for MA Exam Option 3, and the title of these papers will not appear on student transcripts. Students do not need to complete UNIV 370 to complete MA Exam Option 3. However, PhD students are required to take this before being admitted to candidacy and will be expected to take it during the summer after their first year regardless of which MA Exam option they choose. Students who choose MA Exam Option 3 must meet the following requirements and deadlines:

#### ***Applying for Degree Conferral***

No less than 6 months prior to the intended MA graduation date (for PhD students, this should be in August before Year 3 or December of Year 3), students should apply for graduation by submitting an “Application to Receive a Degree.” Please see the [Graduate School's Key Dates and Deadlines](#) for a link to the application as well as the exact dates by which this application must be submitted to avoid a late fee. Typically, students must apply for degree conferral by the following deadlines: (1) Dec. 1 for May degree conferral; (2) Feb. 1 for August degree conferral; (3) August 1 for December degree conferral. For additional information about graduation, see the [Applying for Graduation](#) section of this Handbook.

#### ***MA Option 3 Deadline***

PhD students must complete both papers and all requisite paperwork for this requirement by the deadlines outlined in the [PhD Master's Degree Requirement](#) section of the Handbook. Terminal MA students must complete both papers and all requisite paperwork by the last day

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<sup>1</sup> In cases where students are pursuing careers in law or a JD/PhD, these papers may be modeled after law review articles and the two areas may be determined by the faculty advisor in consultation with the GPD.

of classes of the semester in which the student needs to graduate. For additional information, see [Paperwork Instructions for MA Exam Option 3](#).

## MA Exam Option 3 Committee

Option 3 will be treated as an MA Portfolio in GSPS. The “committee” will be comprised of the two reviewers of each paper (for a total of four reviewers). Please see the instructions for submitting the paperwork for this exam in the [Paperwork Instructions for MA Exam Option 3 \(Two Scholarly Papers\)](#).

## MA Option Three Review Process

Upon completion of each paper, students should submit it with a title, an abstract, and five key words to GPAC to initiate the review process. The review of each paper will be conducted in the following way:

1. The paper will be sent to two readers who will determine, on the basis of the MA Option Exam Option 3 rubric included on the [Graduate Program Forms, Rubrics, and Instructions](#) page, whether it receives a pass, a revise and resubmit, or a fail.
2. GPAC or another neutral faculty person or entity (named here as supervising faculty) will choose the reviewers and act as the “editor” to determine, based on the readers’ responses, whether the paper receives a pass, a revise and resubmit, or a fail.
3. If the student receives a failing grade, the student may either rewrite the paper within two months or choose a different paper to expand and submit.
4. If the student receives a revise and resubmit, the student will have one month to complete the revisions and resubmit the paper to their readers. These revisions must include a summary of how they have addressed their readers’ concerns.
5. A paper that receives a split decision (e.g. one pass and one fail) may be sent to a third reader.
6. The recommendations of the reviewers and the approval of the supervising faculty person will be recorded on the MA Portfolio Ballot on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website.
7. GPAC must email this ballot to the student, the GPD, and the Graduate Administrative Assistant upon the completion of the first paper. The student will use the same ballot for the second paper and submit it to the GPD and Graduate Administrative Assistant once both papers are complete. Please see [Paperwork Instructions for MA Exam Option 3](#) for detailed instructions about recording the recommendations of the reviewing faculty and completing the GSPS and departmental paperwork for MA Exam Option 3.

While these papers must meet the standards of scholarly research articles in philosophy, fulfilling this requirement does not depend on their actual publication. However, given the current demands of the academic job market, PhD students pursuing this option are strongly encouraged to work with advisors and readers to submit at least one of these papers for publication and/or conference presentation upon completion of the MA Examination.

## Upon Completing Both Scholarly Papers

Upon review of each paper, GPAC or other supervising faculty member will ask reviewing faculty to record their recommendations and sign the “MA Portfolio Ballot for MA Exam Option

3 – Review of Two Scholarly Papers.” The MA examination is complete when each paper has received at least two marks of “Pass” for each paper (for a total of 4 passing grades), where pass indicates no more than minor revisions. The completed ballot should be emailed to the GPD and the Graduate Administrative Assistant. The GPD will then approve the “Master Paper/Portfolio” form on GSPS and approve the degree requirement checklist. For detailed instructions see [Paperwork Instructions for MA Exam Option 3](#).

## 6 PhD Program and Requirements

Loyola's doctoral program is a premier program for graduate study in continental philosophy, social and political philosophy, and the history of philosophy. It is also renowned for its strengths in feminism, ethics and value theory, critical philosophy of race, and bioethics. Our department values philosophical pluralism and faculty are informed by a variety of traditions and methodologies, so students are exposed to a range of approaches, both analytic and continental, through their coursework. Loyola thus offers doctoral students a uniquely well-rounded education as well as a diversity of research paths that they can pursue. For additional information about the PhD program in Philosophy see the [PhD in Philosophy](#) page on the Philosophy Department website.

### 6.1 Prerequisites

Entering PhD students must have a Bachelor of Arts degree or its equivalent from an accredited institution. Students must have a minimum overall GPA of 3.0 in their most recent degree to be admitted and will typically have no less than a minimum GPA of 3.5 overall and in their philosophy coursework. They should have a solid background in philosophy, ordinarily an undergraduate major, including coursework in the history of ancient and early modern European philosophy as well as in metaphysics, epistemology, logic, ethics, and social-political philosophy.

### 6.2 Total number of credits

48 semester hours of coursework beyond the BA are required for the PhD. Only courses at the 400 and 500 levels can be counted toward the 48 hour requirement. Coursework taken to meet the research tool requirement will not count toward the 48 hour requirement. Graduate coursework taken in departments or programs other than philosophy may count up to 9 hours toward the 48 hour requirement provided that such coursework contributes to the student's study and research program in philosophy.

*Advanced Standing toward the Doctoral Degree:* A student who has been awarded a relevant graduate credit or master's degree by another institution may petition for advanced standing toward the coursework required for a doctoral degree program. A maximum of twenty-four (24) credits of advanced standing may be awarded. Requests for advanced standing should be made during the student's first year of enrollment in the Graduate School. Requests for advanced standing must be made to the Graduate Program Director (GPD) of the student's doctoral program, who will make a recommendation to the Graduate School for final review and approval. This recommendation will include both the number of advanced standing credits to be awarded and the number of credits of coursework that remain to be completed for the degree through registration in the Graduate School. Advanced standing does not alter a student's doctoral degree requirements outside of coursework (such as comprehensive exams) or confer candidacy. The number of approved credits of advanced standing will be recorded on the student's transcript but will not contribute to the student's Grade Point Average (GPA). Students entering their doctoral program with Advanced Standing should refer to the [Graduate School](#)

[Policies](#) on the time limit for completion of degree requirements for students. See also [Transfer Credit and Advance Standing](#) in this Handbook.

### 6.3 PhD Coursework Requirements

The following courses are required for the PhD in Philosophy:

- Distribution Requirements: Take 1 course in each of the 7 distribution areas:
  - Ancient Philosophy
  - Medieval Philosophy
  - Modern Philosophy
  - Analytic Philosophy
  - Continental Philosophy
  - Metaphysics/Epistemology
  - Ethics/Social-Political Philosophy

Note: whether a course will satisfy a distribution requirement is determined by the topic of the course and not necessarily by the course title. This will be indicated on the [Department Graduate Course Schedule](#). Students are encouraged to meet with the GPD at registration time in order to determine what distribution requirements still need to be satisfied and what courses will satisfy them. Distribution requirements must generally be satisfied by 400-level graduate seminars rather than by 500-level directed reading arrangements.

- Elective Courses
  - Take 9 elective courses at the 400-level.
  - 500 or 501 directed reading courses may also be taken as elective courses. They should not be counted as distribution requirements.
- UNIV 370: PhD students who have not taken [UNIV 370 Responsible Conduct in Research and Scholarship \(RCRS\)](#) to complete their MA thesis or, if they enter with an MA, no later than the proposal stage to be admitted to PhD candidacy. Additional information is available under the RCRS/Compliance link on the [Office of Research Services](#).
- PHIL 505 Teaching Internship (0 Credits): This pass/non-pass course is required for all students intending to teach at Loyola University Chicago. It is open to MA students and PhD students. Department consent is required for enrollment.
- PHIL 590 Dissertation Proposal Seminar (0 Credits): This non-credit, pass/non-pass course (required as of Fall 2014) is intended for PhD students typically in the Spring semester of year 3. The course aims to take students from their initial, general ideas on a dissertation topic to a developed proposal with three main features. These include: a clear structure and thesis, a research plan and chapter descriptions, and a bibliography of relevant literature. Students may first review sample successful dissertation proposals in order to understand better what constitutes a good dissertation proposal. They then

prepare short papers outlining key features of their dissertations which are discussed in class. These papers will be revised over the course of the semester. Students are also expected to meet simultaneously with their dissertation directors to discuss these concept papers and the development of their ideas.

## 6.4 PhD Master's Degree Requirement

PhD students who enter the program without having completed any previous graduate coursework must complete all MA coursework AND the MA examination as a part of their PhD. Upon completing this requirement, they will earn a terminal MA in philosophy and will continue in the PhD program. Students who enter having completed some graduate coursework (e.g. an MA in Philosophy or other relevant degree or a portion of this degree) but who have not completed an MA thesis may transfer credits but will typically still need to complete the MA examination. Students who have completed an MA in philosophy or a related area AND an MA thesis may be able to waive the MA requirement for PhD students, transfer up to 24 credits (8 courses) toward their PhD at Loyola, and waive the MA examination. See [Transfer Credit and Advanced Standing](#) for more information.

### MA Coursework

PhD students must either earn the equivalent number of coursework credits for an [MA in Philosophy](#) or earn the equivalent number of credits for the MA minus previous graduate coursework they have transferred into the program. Courses taken toward the MA also count toward coursework requirements for the PhD. See “Advance Standing” for more information about transferring credits into the PhD program.

### MA Examination Timetable

An [MA examination](#) is a requirement for all PhD students, except for those who have completed an MA thesis in Philosophy prior to entering the program at Loyola. However, even if an MA in philosophy taken at another university is accepted in lieu of the MA in Philosophy at Loyola, the student will still need to meet all Loyola's course distribution requirements for the PhD. For those in the PhD Program who must take the MA Examination, it is assumed that PhD students who must complete the MA Examination will choose [Option 3: Faculty Review of Two Scholarly Papers](#) (see MA Examination above).

#### ***PhD Timetable for Completing the MA Examination***

Standard Timetable: To encourage timely completion of the MA Examination, PhD students pursuing option 3 should plan to complete the first paper by the end of the first year. The first paper must be completed by the first week of the fall semester of the second year. Students should plan to complete the second paper by the end of their second year. The second paper must be completed by the first week of the fall semester of the third year. If the student pursues Option 1 or 2 instead of Option 3, the MA examination must still be completed no later than the first week of the fall semester of the third year.

Amended Timetable: Timetables may vary depending on the number of credits transferred in, the semester of matriculation, or other extenuating circumstances. Amended timetables require approval from the GPD. Upon receiving approval, the GPD will work with students and advisors to establish timetables appropriate to these individual circumstances. Students

who have not received approval for an amended timetable must follow the standard timetable above.

**Completion of Requirements:** Once these two papers have received passing grades, PhD students will have satisfied the requirement for the terminal MA.

**Failure to Complete Requirements:** Students who do not complete these requirements within a standard or amended timetable will be put on pre-probation during the semester in which a paper was scheduled to be completed (e.g. if the first paper is not complete by the first week of the fall semester of the second year, the student will be placed on pre-probation for the fall semester of the second year). This status serves as a warning and flags insufficient progress toward this requirement. This status will be removed if the requirement is completed by the end of this semester. If the requirement is not complete by the end of the pre-probationary semester, the GPD, in conjunction with GPAC, may recommend to the Department Chair and Graduate School that the student be placed on academic probation.

## 6.5 PhD Research Tool/Foreign Language Requirement

**Research Tool Overview:** The “Research Tool” requirement ensures that doctoral students have the research skills necessary to become responsible professional researchers in their fields. All doctoral students are required to complete a Research Tool. This requirement should be fulfilled toward the beginning of the doctoral program and no later than the end of Year 3. It **MUST** be completed prior to the student’s dissertation proposal defense. Students will not be admitted to candidacy upon the defense of the proposal if this requirement is not complete.

There are several ways this requirement can be met:

**Foreign Language Proficiency:** Doctoral students in philosophy typically fulfill the Research Tool by demonstrating reading proficiency in at least one language other than English, typically German, French, ancient Greek, Arabic, or Latin. Depending on the student’s primary area of research, reading proficiency in two foreign languages may be required to fulfill the Research Tool. This will be determined by the student’s advisor and the GPD in consultation with the student no later than February 15 of Year 2 (or September 15 of Year 2 for students who matriculate in Spring) to allow enough time for additional language training when necessary

Reading proficiency can be demonstrated in the following ways:

(1) *Foreign Language Courses:* Students can meet this requirement by earning a B or higher in one or more language courses deemed necessary to achieve reading proficiency in the foreign language(s) most relevant to their primary research areas.

Foreign language courses are available through Loyola’s Modern Languages and Classical Studies departments. They are also available online or in-person at institutions that have reciprocal tuition agreements with Loyola (Notre Dame University, St. Louis University, or Marquette University). If you plan to complete the research tool with any of these, please notify the GPD and Graduate Administrative Assistant NO LATER THAN MARCH 1 prior to the summer or academic year in

which you plan to fulfill your research tool if you plan to complete the requirement with one of these courses. If you plan to take a course at a reciprocal tuition institution, please also notify The Graduate School about processing a tuition exchange form.

Students who have taken foreign language courses in a graduate program at another institution may request that these courses be used to fulfill this requirement. A grade of B or higher must appear on the student's transcript from the other institution for such courses to count toward the Research Tool.

*(2) Proficiency Test or Native/Near-Native Fluency:* Students can also demonstrate proficiency by taking a test administered by The Graduate School, the Modern Languages or Classical Studies department, or, when possible, the Philosophy Department. When students have native or near-native fluency (C2 level) in the language(s) most relevant to their primary areas of research, they may be exempt from demonstrating reading proficiency through a test or course. However, native or near-native fluency in a foreign language does not immediately exempt students from this requirement. Students may still be required to demonstrate reading proficiency in an additional foreign language(s) when it is appropriate to their primary research areas.

**Alternative Research Skills:** Because Loyola's doctoral program in Philosophy is pluralistic, some students may be conducting research in fields that do not require reading proficiency in a foreign language but do require other research skills. For this reason, it is possible to fulfill the Research Tool requirement by means other than foreign language study. In exceptional cases, students may petition to fulfill the research tool requirement in ways more relevant to their primary areas of research, for instance, through an interdisciplinary certificate program, research in a lab, clinical training, etc. Students must justify how an alternative research skill will support their dissertation research and ability to be responsible scholars in their field. This justification will be submitted in writing to the GPD, who will determine the acceptability of the proposed tool in consultation with the student's advisor or, when necessary, other faculty in the student's area of specialization and/or GPAC. As with language courses, students must receive a grade of B or higher (or the equivalent if a different metric of evaluation is used) in any courses or programs taken toward the Research Tool requirement.

**Use of Research Tool:** While the Research Tool will be considered complete once the requisite courses, programs, and/or tests are complete, students will still be expected to demonstrate their research facility with these skills in subsequent scholarly activities. Upon completion of the Research Tool, students who gain reading proficiency in a foreign language(s) should be able to read primary philosophical texts in their original language as well as untranslated historical and contemporary commentaries on these texts. Hence, once the Research Tool is complete, students will be expected to utilize these skills in their dissertation research, journal articles, conference papers, and other scholarly work. They may do this, for instance, by conducting archival research on unpublished primary philosophical texts; producing original translations of primary philosophical texts; critically engaging translations through a close examination of the primary text in its original language; or analyzing historical, untranslated commentaries on these texts to

consider how they shift contemporary scholarly debates. Students who fulfill the Research Tool through alternative research skills must demonstrate their facility with these research skills in ways analogous to those who complete it through foreign language proficiency.

## **6.6 PhD Annual Review and Progress Reports**

The Annual Review and Progress Report forms can be found on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website.

### **PhD Annual Review**

PhD students on merit awards or fellowships are required to submit an annual review at the end of each academic year, beginning at the end of Year 1. The GPD, sometimes in conjunction with GPAC, will then write a brief report on the student's progress in the program. The annual review is not punitive. Rather, it is designed to give students guidance and help them stay on track so that they can complete their degree within the time constraints of the program. Students will receive a blank copy of the annual review at the beginning of the academic year so that they have a sense of what is expected of them. They should complete the Annual Review and upload a copy of it to their shared folder by June 1. The GPD/GPAC report will be uploaded to the student's shared folder no later than August 1 to ensure that students have a clear sense of what they need to be doing in the next academic year. These reports are required for all funded PhD students. They are optional for unfunded PhD students and MA students.

### **PhD Progress Reports**

All PhD students who are working on their dissertation and enrolled in PHIL 600 or who are working on their dissertation proposals and enrolled in PHIL 610 must complete a progress report with their primary advisor or dissertation director. At the start of the semester, the Graduate Administrative Assistant will send a reminder about filling out the Progress Report form. This form asks students and faculty to develop a plan and list of goals that the student agrees to meet by the end of the semester. Once this plan is prepared, the form should be returned to the GPD and Graduate Administrative Assistant. If the student has made sufficient progress toward these goals, the primary advisor or dissertation director will sign the Progress Report and submit it to the GPD and Graduate Administrative Assistant no later than the last day of the final exam period. This Progress Report will be uploaded to the student's shared folder and the GPD will submit the student's grade. These reports are required for all PhD students regardless of funding status.

## 7 PhD Examinations

There are three major examinations and milestones for PhD students beyond their coursework and program requirements. These are 1) Year 3 Foundational Paper and Specialized List, 2) the Dissertation Proposal and Candidacy Examination, and 3) the Dissertation and Dissertation Defense.

### 7.1 Choosing a Primary Advisor

These examinations will be administered by a primary advisor. This advisor will likely become the dissertation director, although students may, in consultation with GPD, choose a different dissertation director if circumstances require that. Either way, students should select a primary advisor and prospective dissertation director by the end of their second year, and no later than the beginning of their third year so that they are able to complete these examinations in a timely fashion.

### 7.2 Year 3 Foundational Paper and Specialized List

*Note: 7.2 only applies to students who began the PhD Program in Philosophy in Spring 2024 or later. PhD students who began the program prior to this date may use these requirements as a guideline for structuring their third year, but the foundational paper and specialized list are not required for the PhD.*

For additional information regarding the paperwork required for these exams, please see [Paperwork Instructions for PhD Foundational Paper and Specialized List](#).

#### Foundational Paper and Oral Exam

In the Fall Semester of the third year of the PhD Program, PhD students will be required to complete a foundational paper and oral defense. This paper will test their knowledge in their general research area. It will proceed in the following way:

- **Reading List:** Students will receive a general reading list in the first week of the Fall semester of their third year. This list will be determined by their advisor but may be developed with the aid of stock lists that will be included in the graduate student resources section of the website. The reading list will be based on the broad method/area (e.g. phenomenology, philosophy of language, contract theory, German idealism) and/or period (e.g. ancient, medieval, nineteenth century) of the student's research interests. This reading list should be broader than the dissertation topic but relevant to it. In other words, the student's dissertation may not focus directly on the texts included in this list, but knowledge of these texts should help the student develop a strong knowledge base prior to beginning their dissertation project. Students spend the fall semester of the third year reading this list.
- **Written Exam:** On November 1 of the fall semester of the third year, students will receive 4 questions from their advisor based on this reading list. Students must answer 2 questions and each answer should be 10–15 pages in length. This paper must be completed and submitted to the advisor by the last day of the final exam period.

- Oral Defense of Written Exam: The Foundational Paper will be reviewed by a committee of three including the primary advisor, who will serve as the chair of the committee, and two additional graduate faculty members who are likely to serve on the dissertation proposal defense committee in the Spring or Summer of Year 3. Additional committee members may be added when necessary. The committee should be assembled soon after the questions are distributed to the student on November 1. The student will then sit for an oral defense of their written answers to the questions they were asked in the written paper. This defense should take place over winter break and no later than the end of the first week of the start of the Spring semester. It may be conducted virtually or in person. The defense itself should be no more than one hour. The committee's questions should test the student's mastery of the primary texts they were assigned to read and their facility in responding to objections to their written answers. Students can receive a pass, conditional pass, or non-pass in this defense. A conditional pass indicates the need for further revision of the written foundational paper. Any required revisions must be completed within three weeks of the defense, and the primary advisor will determine if the completed revisions require further review by the committee. Once the oral defense of the foundational paper is completed, the committee should sign the Foundational Paper Defense Ballot included on the [Graduate Program Forms, Rubrics, and Instructions](#) webpage. This ballot should be scanned and/or emailed to the GPD and Graduate Administrative Assistant once it has been signed by all committee members.

Foundational Paper Recommendations: The purpose of this requirement is to ensure that students have the foundational knowledge necessary to write a strong dissertation within the timeframe of the program. It should allow students to read the most foundational texts in their field early rather than trying to work through them after they've begun their dissertations. The questions asked in the written paper and oral defense should be guided by this larger goal. Students can receive a pass, conditional pass, or no pass on this exam.

- Pass: A pass indicates that the student has the requisite foundational knowledge to proceed with a dissertation in this general area.
- Conditional Pass: A conditional pass indicates that there were some inaccuracies or developmental issues with the student's answers to the questions that need to be addressed before moving forward with the dissertation proposal. These are not so severe that the student must retake the exam, but it would benefit the student to continue working on these issues before beginning the dissertation proposal.
  - Revisions: Any required revisions must be completed within three weeks of the defense. The primary advisor will decide whether these revisions are adequate to warrant a pass or whether they require further review from the committee.
- Non-Pass: A non-pass indicates that the student lacks the request foundational knowledge to proceed with a dissertation in this field. This is evidenced by significant inaccuracies in the student's answers in the written paper, an inability to address these

problems in the oral defense, and a general lack of competence in their proposed field of study.

Retaking the exam: Students who receive a non-pass must retake the Foundational Paper exam within two months of the original defense. This can be done in conjunction with the dissertation proposal seminar, but the dissertation proposal may not be defended until the student has passed the Foundational Paper exam. If the student fails a second time, they may be subject to academic probation and/or dismissal from the program.

## **Specialized List (to be completed in PHIL 590 Dissertation Proposal Seminar)**

A specialized list/annotated bibliography will be completed in conjunction with the dissertation proposal seminar during the second semester of the third year. At the beginning of the second semester of the third year, students should also begin writing their dissertation proposal. During this time, students will work with their advisors to prepare a specialized list of relevant primary and secondary scholarships that will be used in their dissertations. On the basis of this list, students will prepare an annotated bibliography of what they take to be the most important 12-15 sources for their project, to be submitted with their dissertation proposal. This requirement will be reviewed as a part of the dissertation proposal not as a standalone exam.

## **7.3 PhD Dissertation Proposal and Candidacy Examination**

### **Dissertation Proposal**

Working under the direction of a graduate faculty member who is proposed to be the dissertation director, the student should prepare a dissertation proposal, indicating the research proposed, the background literature to be mastered, and the significance of the research for the area of specialization to which it is related. Ideally, students will complete their dissertation proposal and defend it by the end of the second semester of the third year or the summer between the third and fourth years. While there is some flexibility here, students must defend their dissertation proposal, along with the specialized list, no later than the beginning of the fall semester of the fourth year.

#### ***Writing the Proposal***

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

#### **1. TITLE**

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

#### **2. RESEARCH RATIONALE**

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

### 3. STATE OF THE ART

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

### 4. RESEARCH QUESTIONS AND HYPOTHESES

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

### 5. CHAPTER OUTLINE

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

### 6. WORKPLAN

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

### 7. BIBLIOGRAPHY AND SPECIALIZED LIST

The bibliography should include a list of all of the sources used in the dissertation proposal. Students should also submit with their dissertation the Specialized List/Annotated bibliography they prepared during the dissertation proposal seminar, which reflects the central literature that will appear in the dissertation as well as a brief description of its role in the project.

The dissertation proposal should be 25-35 pages long. (The bibliography does not count towards the length of the proposal.) The recommended font is Times New Roman, font size 12pt, double-spaced, and 1 inch margins. For other technical requirements, such as footnoting style, quotations, reference format, transliteration, layout for tables and figures, students are advised to consult the appropriate styles guides (APA, Chicago, MLA, CSE).

## **Dissertation Proposal Defense/Candidacy Examination**

Additional information regarding the paperwork required for the defense is available in [Paperwork Instructions for PhD Dissertation Proposal/Candidacy Exam](#).

The candidacy examination is an oral examination focused on the student's dissertation proposal. The examination is designed to assess whether the proposal is well formed and a project that the student is prepared to carry out successfully. To be eligible for the PhD examination a student

must have completed or be in the semester of completing the entire course distribution requirements and the research tool requirement.

### ***Candidacy Examination Committee***

In consultation with the dissertation proposal advisor, the student will select a committee of five graduate faculty members (including the advisor), at least three of whom are internal to serve on the candidacy examination committee. Invitations to serve on this committee should be extended no later than six weeks before the oral defense. Once the committee members have accepted these invitations and the committee has been assembled, the student should fill out the “Thesis/Dissertation Committee” form on the GSPS site. Committee members will then receive a request from GSPS to approve their membership on the committee. The student is then responsible for scheduling a defense date with the committee and working with their primary advisor to book a room through [25Live Pro](#), which is LUC’s online room reservation system.

### ***Before the Candidacy Examination***

The completed proposal should be sent to the committee no less than two weeks prior to the defense. 5 days prior to the defense, committee members must indicate whether the proposal is ready for the defense. To this end, the committee should email the committee chair (but not the student) indicating one of the following:

- **Green Light**: There are no serious structural or content-related problems that would prevent a successful defense. The committee member indicates with this recommendation that they believe it is reasonable to proceed with the defense. This does not guarantee a pass. The student must demonstrate in the oral defense that they have mastery of the philosophical problem they are addressing, the material they are engaging, and the argument they are advancing. A green light merely indicates there are no red flags in the written work.
- **Yellow Light**: The written work has several structural or content-related problems that may need to be addressed before the oral defense. The committee member indicates with this recommendation that they have reservations about the project but that it can still receive passing marks if the student’s performance in the oral defense is strong and responds adequately to these issues. The committee member must clearly articulate in their email to the advisor why they have reservations that warrant this recommendation.
- **Red Light**: The written work has several significant structural or content-related problems that suggest it is not ready to be defended. The committee member indicates with this recommendation that regardless of how the oral defense goes, it is unlikely that the student will pass the defense.

**Note:** The decision to proceed with the defense is ultimately up to the advisor and the student. However, if the advisor receives a significant number of yellow and red-light responses from the committee, delaying the defense to address these issues is strongly recommended.

### ***Conducting the Candidacy Examination***

The candidacy examination is an oral examination of no less than 1 hour based on the dissertation proposal submitted by the student and reviewed by the committee. Unlike the dissertation defense, the oral defense of the dissertation proposal is not public. The student should spend no more than 10 minutes presenting the proposal, upon which the student will be questioned by the committee.

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

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

### ***Candidacy Examination Recommendations***

Evaluation of the student's performance should be based on the Dissertation Proposal/Candidacy Examination Rubric, which can be found under [Graduate Program Forms, Rubrics, and Instructions](#) on the Philosophy Department website. Upon completing the oral examination, the student will leave the room and the committee will deliberate and offer one of the following recommendations:

- **Pass:** The student has met the criteria of the proposal rubric in the written proposal and addressed the questions in the oral defense in a way that demonstrates mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they plan to advance in the dissertation. It should also be clear to the committee that the student has a reasonable plan for executing this project and is prepared to complete the dissertation in approximately 1.5 years and in no more than 2 years. A recommendation of pass depends on all committee members concurring with this judgment. Upon receiving a recommendation of pass and completing the necessary paperwork, the student will be a PhD candidate and can proceed with the dissertation. There is no "pass with distinction" for proposals. This is reserved for the dissertation.
- **Conditional Pass:** The proposal falls short of several of the criteria on the proposal rubric and the oral defense demonstrates that while the project has potential, several problems need to be addressed before moving forward with the dissertation.
  - **Revisions:** Upon completing the oral defense and receiving feedback from the committee, students who receive a conditional pass should complete the necessary revisions to the proposal in no more than 5 weeks from the defense date. Once the revised proposal is completed, it should be clear that the student has a reasonable plan for executing the project and completing the dissertation in approximately 1.5 years and no more than 2 years. The advisor will determine whether the

revised proposal has met the recommendations of the committee and may that the committee review the revised proposal before moving forward. Upon approval from the advisor, the student will become a PhD candidate and may proceed with the dissertation.

Note: Except in special circumstances and with approval from the GPD, students who do not complete their revisions within 5 weeks of the defense will receive a failing mark on the proposal. Revisions should not be so extensive as to require more time than this and if they are, then the proposal should receive a non-pass.

- **Non-pass:** The written proposal falls short of many of the criteria on the proposal rubric, the oral defense demonstrates that the student lacks mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they are advancing. The project also lacks the potential to become a dissertation that can be completed in approximately 1.5 years and no more than 2 years. In these cases, the student must make significant revisions to the proposal or write a new proposal. In both cases, the PhD examination, including the oral defense, must be completed again. Depending on the direction of the new proposal, the advisor and student may create a new committee. The second PhD examination must be completed within one semester of the first PhD Examination.

Students must pass the PhD Examination on the second attempt: If the student receives a non-pass upon undergoing a second PhD examination, the student will be deemed inadequately prepared for dissertation research, which may be grounds for dismissal from the program.

Failure to complete the second defense of the candidacy examination within one semester may result in dismissal from the program. Except in special circumstances and with approval from the GPD, students who fail to complete their second attempt at the PhD Examination will automatically receive a second non-pass, which may be grounds for dismissal from the program.

## **Upon Completing the Candidacy Examination**

Once a recommendation is made, the committee will sign the defense ballot (either virtually or in person). The student should then scan and/or email this form to the GPD and Graduate Program Assistant who will upload it to GSPS and approve the completion of the candidacy exam. The student may then proceed with their dissertation. Please see [Paperwork Instructions for PhD Dissertation Proposal/Candidacy Exam](#) for more information about completing the paperwork for this examination.

## **7.4 Dissertation and Dissertation Defense**

Upon successful completion of the PhD Candidacy Examination, PhD students are admitted to candidacy and permitted to begin their dissertations. At this point, students are considered ABD (all but dissertation), and have met all other requirements for the degree. Students can expect to spend 1-1.5 years writing their dissertations. Upon completion of the written dissertation, the candidate will then undergo a public oral defense of the dissertation. They should plan the writing of the dissertation and defense accordingly and in consideration of the timeframe for the job market. For students on the academic job market, having already defended the dissertation is

an advantage, so they should aim to defend the dissertation early in the fall of the semester in which the student plans to apply for academic positions.

Typically, this will be a long format project addressing a major philosophical question, figure, or contemporary debate. When appropriate, dissertations may take the form of a series of loosely related research articles, or a portfolio that combines theoretical and applied research (the latter is especially appropriate to students pursuing non-academic careers). In all cases, the dissertation must follow [the Graduate School thesis/dissertation formatting rules](#) and deadlines.

## PhD Dissertation

### *Dissertation Director*

Writing the dissertation is a highly individual process that will be guided primarily by the dissertation director. The dissertation director will typically be the advisor of the dissertation proposal, though students are not bound to work with the advisor of the proposal if circumstances arise that make this difficult. If a change in directorship needs to be made at this stage, the student should work with the GPD to determine the most suitable dissertation director for the project.

Dissertation Format: The dissertation director, in consultation with the candidate, will determine the format of the project. This format may vary depending on the student's topic, field of study, and career path. Typically, the dissertation will be a long format project addressing a major philosophical question, figure, or contemporary debate. When appropriate, dissertations may take the form of a series of loosely related research articles, or a portfolio that combines theoretical and applied research (the latter is especially appropriate to students pursuing non-academic careers).

### *Preparing To Write the Dissertation*

Given the time constraints of this program, preparing in advance for writing the dissertation is essential for completing it on time. This preparation takes shape in two steps:

Step 1: The first preparatory step occurs in [Year 3 of the program](#). The goal of the Foundational Papers, Specialized List, and [Dissertation Proposal/PhD Candidacy Exam](#) is to prepare students to complete strong dissertations within the timeframe of the program. Students should take this preparatory work seriously so that they are able to follow the plan outlined in the dissertation proposal when they begin writing. While the dissertation will undoubtedly evolve throughout the writing process, the preparatory examinations are designed to create guardrails that allow for productive growth. Students should not be admitted to candidacy unless they have demonstrated the requisite foundational and specialized knowledge in their Year 3 exams.

Step 2: The second preparatory step begins immediately after being admitted to PhD candidacy. At this point, the candidate and dissertation director establish a plan and set of expectations for completing the dissertation. This plan should include deadlines for completing chapters and a plan for communicating about the student's progress. The student should also have a clear sense of when they can expect to receive feedback from the

dissertation director. While this plan will vary depending on the preferences of the student and advisor, both should agree to it soon after the Candidacy Examination. As stated in [Graduate Faculty Responsibilities](#) section, advisors are responsible for being available and should not agree to direct a dissertation unless they can commit to being in communication with the student on a regular basis. Throughout the writing process, students will have a range of other responsibilities, including but not limited to being instructors of record, submitting articles for publication, attending conferences, participating in professional development activities, and preparing job applications. For this reason, establishing a plan early is paramount for completing the dissertation in a timely manner.

### ***Writing the Dissertation***

The dissertation is a long-format research project focused on a significant philosophical question, figure, and/or debate central to the student's area of specialization. Dissertations are typically comprised of:

- A table of contents and abstract
- Acknowledgments
- An introduction
- 3–5 chapters
- A conclusion
- A complete bibliography or reference list

Other Formats: Depending on the student's interests and career goals it may also be a series of related articles or a portfolio that combines theoretical and applied research. The format of the dissertation will be determined in consultation with the dissertation director and, in some cases, the GPD. There is no specified length that the dissertation should be, but a good estimate is 40,000 to 60,000 words.

Regardless of format, the dissertation should follow as closely as possible the plan outlined in the dissertation proposal. It should also do the following:

- Meet the standards of scholarly rigor in the student's field. This will typically include situating the project in classical and contemporary debate on the topic of the dissertation; clearly articulating the stakes of the project for these debates; demonstrating specialist knowledge of the primary and secondary sources most relevant to the project; engaging with texts in their original language and/or utilizing the research methods appropriate to the field.
- Offer a carefully executed and compelling argument for the central claim of the dissertation as a whole or its individual chapters and/or components (depending on format). Organization is key here. The central claim should not get lost as the project evolves and students should be careful to continue revising previous chapters when aspects of the project shift or take unanticipated turns.
- Be well organized and coherently structured so that the throughline of the project is clear from beginning to end.

- Be well-written, properly cited, and correctly formatted. Though a dissertation goes through extensive revisions, it is a good idea to do this work on each chapter rather than waiting until the dissertation is complete to proofread, cite, and format the work.

## PhD Dissertation Defense

Additional information about the paperwork required for the dissertation defense is available in [Paperwork Instructions for PhD Dissertation Defense](#). Students should consult this section of the Handbook before they begin forming a committee.

The dissertation defense is the final milestone of the PhD program. It is a public, oral defense of the student's completed written dissertation. The completion of the written dissertation and oral defense must meet the [Graduate School's Dissertation/Thesis submission deadlines](#). In addition to these deadlines, students will typically also apply for graduation 6 months prior to the semester in which they plan to defend their dissertations. See [Applying for Graduation](#) for more information. Upon completion of the dissertation defense, the student will have met all requirements for the PhD.

### ***Dissertation Committee***

A dissertation committee should be finalized no less than six months in advance of the anticipated dissertation defense date, though students should have a general sense of who will be on their dissertation committee soon after the Candidacy Examination. This will give committee members ample opportunity to get to know the student and their project and provide feedback if the dissertation director deems this necessary. The Department requires a minimum of three dissertation committee members serve on a PhD dissertation defense committee. At least three dissertation committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty. Students may request additional members of the committee, but they should carefully weigh the value of a larger committee against the risks. Additional committee members could be members in other departments at Loyola or other institutions.

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

### ***Before the Dissertation Defense***

Setting a defense date and booking a room: The candidate, director, and committee should then determine a date for the defense no less than two to three months prior to it. The director should use [25Live Pro](#), which is LUC's online room reservation system, to book a room

suitable for a public defense (ideally with a capacity of no less than 20 people). Students cannot use [25Live Pro](#), so the director must do this. The date of the defense should be set with an eye toward the Graduate School dates and deadlines for submitting final electronic copies of the dissertation and all graduation deadlines.

Notify the GPD and fill out GSPS paperwork: Once the date and room number are settled, the director or candidate should notify the GPD and Graduate Administrative Assistant with the details of the defense, which they will distribute to the Department. The candidate should also initiate the Dissertation Defense paperwork on GSPS. (For additional information, see [Paperwork Instructions for PhD Dissertation Defense](#).)

Apply for Graduation: Students must apply for graduation. This deadline is typically set within the first month of the semester in which the student intends to graduate. Students may apply for graduation any time after the semester begins and before this deadline, which can be found on the [Graduate School Key Dates and Deadlines](#) webpage. See also the [Applying for Graduation](#) section of this Handbook.

Submit Written Dissertation to Committee: The completed dissertation should be sent to the committee *no less than five weeks prior* to the defense. In general, it is quite difficult to delay a dissertation defense because of Graduate School formatting and graduation deadlines. However, committee members are required to notify the dissertation director (not the student) if they have serious reservations about the dissertation that would prevent a passing grade no later than two weeks prior to the defense date. No dissertation defense may take place without prior agreement among the committee members that the text is substantially in its final state with no major revisions necessary.

Pre-Defense Approval: Dissertation directors should send a reminder email at this point to ensure that all committee members are prepared to proceed with the defense. To this end, committee members should use the [Dissertation Defense Rubric](#) on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website and email the dissertation director (but not the student) indicating one of the following:

- Green Light: There are no serious structural or content-related problems that would prevent a successful defense of the dissertation. The committee member indicates with this recommendation that they believe it is reasonable to proceed with the defense. This does not guarantee a pass. The student must demonstrate in the oral defense that they have mastery of the philosophical problem they are addressing, the material they are engaging, and the argument they are advancing. A green light merely indicates there are no red flags in the written dissertation.
- Yellow Light: The dissertation has several structural or content-related problems that need to be addressed before the oral defense. The committee member indicates with this recommendation that they have reservations about the project but that the proposal can still receive passing marks if the student's performance in the oral defense is strong and responds adequately to these issues. The committee member

must clearly articulate in their email to the advisor why they have reservations that warrant this recommendation.

- **Red Light:** The dissertation has several significant structural or content-related problems that suggest it is not ready to be defended. The committee member indicates with this recommendation that regardless of how the oral defense goes, it is unlikely that the student will pass the defense.

The decision to proceed with the defense is ultimately up to the dissertation director and the student. However, if the director receives a significant number of yellow and red-light responses from the committee, they may decide with the student to postpone the defense until these issues are resolved.

### ***Conducting the Public Dissertation Defense***

A public oral defense is required for all dissertations. The defense will typically last 2 hours and should be no less than 1.5 hours. The defense should be based on the dissertation submitted by the candidate and reviewed by the committee. The dissertation director may wish to introduce the candidate and the project. The candidate should then spend no more than 15 minutes presenting the broad argument of the dissertation, upon which the student will be questioned by each member of the committee. The format of the questioning is up to the dissertation director, but this should be agreed upon in advance by all members and will typically comprise at least one hour of the defense. The Graduate School requires all acting committee members to participate in the oral defense. Once the committee has finished asking questions, the dissertation director should invite questions from the audience.

The questions asked should test the following:

- The candidate's mastery of the topic of the dissertation and the central problems it addresses.
- The candidate's mastery of the classical and contemporary scholarship the dissertation engages.
- The candidate's facility in responding to objections to the central claims and argument of the dissertation.
- The candidate's ability to speak to the contribution of the project to contemporary debate and/or contemporary issues.
- The candidate's ability to articulate further implications of the project.
- The candidate's understanding of how the project fits into their future research trajectory (i.e. will it become a book, a series of articles, etc.).

### ***Dissertation Defense Recommendations***

Please see the [Paperwork Instructions for PhD Dissertation Defense](#) for information about the departmental and GSPS paperwork required on the day of the defense.

At the conclusion of the defense, the dissertation committee will leave the defense room to deliberate and make a recommendation. They will indicate this evaluation on [the dissertation defense ballot](#), which the candidate should bring to the defense. Evaluation of the candidate's

performance in both the written and oral defense should be based on the Dissertation Defense Rubric on the [Graduate Program Forms, Rubrics, and Instructions](#) page of the Philosophy Department website. These deliberations will yield one of the following recommendations:

- Pass: The student has met the criteria of the Dissertation Defense Rubric and addressed the questions in the oral defense in a way that demonstrates mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they have advanced in the dissertation. A recommendation of pass depends on all committee members concurring with this judgment. Upon receiving a recommendation of pass and completing the necessary paperwork, the student will have completed all requirements for the PhD.
  - Pass with Distinction: The committee may award “distinction” to designate outstanding work on both the written text and oral defense. This designation should only be made on rare occasions of truly exceptional work that exceeds the typical standards of scholarly research in the candidate’s field. Each committee member should be able to speak to why this mark of distinction is warranted and the vote for distinction must be unanimous. This designation is treated as an honor that will appear on the student’s transcript and be announced at graduation during the hooding ceremony.
- Conditional Pass: The committee agrees that the dissertation requires several additional revisions, and a pass is contingent upon the student making those revisions.
  - Revisions: Upon completing the dissertation defense and receiving feedback from the committee, candidates who receive a conditional pass should complete the necessary revisions as soon as possible. The dissertation director will determine whether the revised dissertation has met the recommendations of the committee and may ask that the committee review the revised dissertation before final submission. If the revisions are completed quickly, students may still be able to meet the deadlines for graduating in the semester of the original defense. Students must submit final copies of the dissertation with approved revisions within one semester of a successful defense (e.g., if a student’s defense falls within a Fall semester, their final copies must meet the Spring semester submission deadlines). After one full semester, a student may be discontinued and be required to apply for reinstatement.
- Non-pass: The dissertation falls short of many of the criteria on the rubric and the oral defense demonstrates that the student lacks mastery of the philosophical problem they are addressing, the scholarship they are engaging, and the argument they are advancing. In these cases, the student must make significant revisions to the dissertation or write a new dissertation. Though many steps are taken in advance of the defense to avoid this outcome, it is possible. In these cases, students will not have met the requirements for earning the degree. They may be discontinued from the program and be required to apply for reinstatement.

### ***Upon Completing the Dissertation Defense***

Paperwork: The dissertation defense ballot should be submitted electronically to the GPD upon the completion of the defense. The GPD will upload this to the Dissertation Defense form that the student initiated in GSPS and approve the completion of this requirement. The GPD will also sign off on the final degree checklist for the candidate for graduation. For additional information about submitting the appropriate paperwork see [Paperwork Instructions for PhD Dissertation Defense](#)

Final Copies of Thesis: The student must then submit to the Graduate School a final, approved electronic copy of the text and other necessary material in proper format. At this time, students should also submit a final copy of the dissertation to the GPD and Graduate Administrative Assistant so that we have an internal record of the completed dissertation. See the [Dissertation/Thesis Formatting](#) page of the Graduate School website for additional information about formatting the dissertation. Please also review the deadlines for submitting final copies of the dissertation on the [Key Dates & Deadlines](#) page of the Graduate School website. In addition, to ensure that all theses and dissertations are accessible to the academic community and the interested public, they must be published through ProQuest.

## 8 Graduate Assistantships

### 8.1 Graduate School Assistantship Policies

All students on merit award are required to hold graduate assistantships to receive their stipend. Graduate assistantships are divided into Teaching Assistantships (TA) and Research Assistantships (RA). Students may also fulfill their assistantship responsibilities as instructors of record. Additional information about becoming an instructor of record is included in the Instructor of Record section below.

TA/RA assignments may not exceed an average of 16 to 19.5 hours per week. The duties associated with these positions should provide students with educational and professional benefits while enhancing their pedagogical, research, and/or administrative skills. Graduate students may not be assigned duties to support the administration of the graduate program.

Students may be assigned one full-time TA or RA position (average of no more than 19.5 hours per week) or two part-time TA positions or two part-time RA positions (average of 9.75hrs per week). Students may not be assigned research and teaching responsibilities in the same semester. For more on these policies, please see [Graduate Assistantships](#) and the [Graduate School Teaching Assistantship Requirements and Policies](#)

### 8.2 Philosophy Department TA/RA Assistantship Policies

The Graduate Program in Philosophy follows the Graduate School Policies regarding graduate assistantships. While the Graduate School prohibits splitting graduate assistantships across one part-time TA position and one part-time RA position, it is to the advantage of our students to develop multiple skills each semester that contribute to their development as teachers, scholars, and mentors. For this reason, the Philosophy Graduate Program is permitted to assign students to full-time TA positions, full-time RA positions, or split TA assignments across one part-time TA assignment focused exclusively on classroom work and one part-time TA assignment focused on building mentorship, advising, scholarly, professional and/or leadership skills outside the classroom. These positions will be defined in the following way:

- **Full-time TA:** Full-time assignments focused solely on classroom work for one faculty person will be designated as full-time TA positions.
- **Full-time RA:** Full-time assignments focused solely on work outside the classroom (e.g. research, scholarly and professional development, mentorship, advising, etc.) for one faculty person will be designated as full-time RA positions.
- **Part-time TA-CL:** Part-time TA assignments focused on classroom work will be designated as TA classroom (TA-CL) assignments. These may be split with part-time TA-non-CL positions, but students may not hold two part-time TA-CL positions in the same semester.
- **Part-time TA-non CL:** Part-time TA assignments that may include duties focused on mentorship, advising, scholarly, professional, and/or leadership skills important for the students' work as teachers inside and outside the classroom. These assignments must introduce students to skills that are sufficiently different from those that they would develop in a traditional, classroom-oriented TA position. Students may hold one part-time

TA-CL and one part-time TA-non CL position each of which must be supervised by different faculty.

- Part-time RA positions: When a student holds two part-time positions focused on work outside the classroom (e.g. research, scholarly and professional development, mentorship, advising, etc.), these positions will be designated as part-time RA positions. Part-time RA positions may be split with other part-time RA positions as long as these positions are sufficiently different.

## Faculty Mentors

All of these assistantships occur under the guidance of a mentor. For TA and TA-CL positions this will either be the course instructor or, in the case of instructors of record, an assigned mentor. The mentoring structure supports the pedagogical component of the teaching assistantship experience. For RA and some TA-non CL positions, this will likely be the faculty person working most closely with the student on the research project(s) assigned. In addition, the graduate RA may also serve as one of the mentors to undergraduates in department organizations such as MAP, or as editorial assistants for academic journals.

Students in graduate assistantships are not faculty assistants: These assignments must serve the students, and no faculty person is guaranteed a TA or RA at Loyola. If a student report reflects that a faculty person has treated the position this way, faculty will not be permitted to work with students in this capacity.

## Pedagogical Instruction

The Graduate School expects all departments to provide assistants with teaching instruction. This may occur in a formal course (with a course number) or in an intensive or year-long seminar that is noted on each student's transcript as a milestone. Philosophy PhD students must complete pedagogical the following instructional requirements:

- PHIL 505 Teaching Internship: In the Philosophy Department, students complete this in the 0 credit PHIL 505 Teaching Internship (aka the department's Pedagogy Seminar). This can be taken any Spring semester in which it is offered, but it is required before students become instructors of record. This includes a semester-long seminar and a continuing mentorship program. The pedagogy seminar introduces students to basic pedagogical skills such as syllabus and course design, inclusive pedagogical practices, and teaching technique. The mentorship program then pairs a faculty person with a student who is teaching their first course. This faculty person will meet regularly with the student, observe the course, and provide feedback throughout the student's first semester of teaching and continue this work as needed in the student's second semester of teaching. This mentor may also become a resource for letters of recommendation that speak directly to the student's strengths as a teacher.
- Graduate School Teaching Effectiveness Seminar (TES): Additionally, before becoming instructors of record, all graduate students are required to complete the [Graduate School Teaching Effectiveness Seminar \(TES\)](#). For more information about this seminar, please visit the graduate school website.

Both of these pedagogical trainings are required to be an [Instructor of Record](#), but students may take these trainings as early as they would like.

## Research Ethics

Research assistants are expected to learn and practice ethical research skills. To that end, assistants are expected to take the [UNIV 370 Responsible Conduct in Research and Scholarship \(RCRS\)](#) course at Loyola as part of the required training and/or specific ethical training from the Principal Investigator/faculty mentor who most closely works with the student. Additional information is available under the RCRS/Compliance link on the [Office of Research Services](#).

## English Proficiency

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

## 8.3 Full-Time TA and RA Assignments

Students may hold the following full-time TA or RA positions:

### Full-time TA position (16 to 19.5 hrs/week)

The student's duties focus on developing pedagogical skills by working with one faculty person for one course, typically a core course at the 100-level or 200-level. The student may not be assigned any research duties in this assignment. The activities associated with this position may include:

- The activities associated with this position include:
- Attending class meetings
- Assisting with grading in 100 or 200-level courses (students may not assist with grading in 300-level courses).
- Leading discussion groups and facilitating student participation
- Leading writing workshops
- Holding office hours
- Teaching one or two class sessions
- Learning how to design assignments and assess student performance
- Meeting with supervising faculty to discuss syllabus design, pedagogy.

### Full-time RA position (16–19.5 hrs/week)

The student's duties focus on the development of scholarly, professional, and administrative skills. Students in full-time RA positions may not be assigned any teaching responsibilities in these assignments. The activities associated with this position may include:

- This may include editorial work for journals or scholarly manuscripts
- Literature reviews

- Data collection and analysis
- Archival research
- Indexing work
- Grant writing
- Conference organization
- Undergraduate supervising and mentorship
- Maintaining project-related websites

**Ethical Research Practices:** Research assistants are expected to learn and practice ethical research skills. To that end, assistants are expected to take the UNIV 370 Responsible Conduct in Research and Scholarship (RCRS) course at Loyola as part of the required training and/or specific ethical training from the Principal Investigator/faculty mentor who most closely works with the student. Go to [www.luc.edu/ors](http://www.luc.edu/ors) and click the RCRS/Compliance link for more information.

### **Workload and Assignment Policies for Full-Time Assignments**

- The workload for a full-time assignment may not exceed an average of 19.5 hours per week.
- Full-time TA positions must focus solely on work inside the classroom.
- Full-time TAs are not graders. Though TAs may assist with grading in 100 and 200-level courses, they must also be assigned responsibilities that support their pedagogical development, and they may not grade in 300-level courses.
- Full-time RA positions must focus solely on work outside the classroom.
- Students in a full-time assignment are prohibited from doing TA and RA work for the same faculty person during the same semester.
- Students may not hold a full-time TA or RA position for the same faculty person for more than two consecutive semesters (i.e. for more than one academic year). This ensures that all students have an opportunity to work with a range of faculty and gain a variety of pedagogical, scholarly, and professional skills. In rare cases, serving in one of these positions for a third consecutive semester may be the most fair, equitable, and beneficial option for all students in the program. This determination will be made by the GPD, but such arrangements typically will not be permitted.

### **8.4 Part-time TA-CL, TA-non CL, and RA Assignments**

Students may hold a part-time TA-CL and TA non-CL position or two part-time RA positions instead of a full-time position. The responsibilities of each are outlined below:

#### **Part-time TA-CL Positions (no more than 9.75hrs/week)**

The student's duties are classroom-focused and should look like the duties associated with the [full-time TA position](#) described above. However, in a part-time position students will devote no more than 9.75 hrs/week to this work and the workload of the position should be distributed accordingly. The student may not hold two part-time TA-CL positions in one semester. In other words, the student may not be assigned to TA part-time for more than one class and one instructor.

### **Part-time TA-non CL position (no more than 9.75 hrs/week)**

The student's duties focus on work outside the classroom that builds skills associated with mentorship, advising, professional and scholarly development, and/or leadership. These duties should contribute to their work as teachers both inside and outside of the classroom but the duties associated with this position must be sufficiently different from those associated with traditional, classroom-oriented TA positions. Faculty will need to explain how the position does this in their TA/RA request forms. This is a half-time position that will be coupled with a part-time TA CL position, so the workload should not exceed more than 9.75 hrs/week on average. When a position is split with a TA-CL assignment, it will be called a TA-non CL assignment. This is true even in cases where the assignment includes duties similar to those associated with an RA position.

### **Part-time RA position (no more than 9.75 hrs/week)**

The student's duties focus on work outside of the classroom and should look like the duties associated with the [full-time RA position](#) above. Students may serve in two part-time RA positions so long as the positions are sufficiently different and the workload in each does not exceed an average of 9.75 hrs/week.

### **Workload and Assignment Policies for Part-Time Positions**

- The total workload for both part-time positions may not exceed an average of 16–19.5 hours per week or 8–9.75 hours per week per assignment.
- Each part-time assignment must be sufficiently different.
- Each position must be supervised by different faculty.
- Students may not TA for two different classes. Part-time TA positions can only be split across one classroom-focused assignment (a TA CL assignment) and one non-classroom focused assignment (a TA non-CL assignment).
- The position may only be split across two RA positions when each assignment focuses on sufficiently different skills (e.g. one focuses on editorial work, and one focuses on undergraduate mentoring). These part-time positions must also be supervised by two different mentoring faculty.

## **8.5 Assistantship Responsibilities for Students and Faculty**

In addition to the workload and assignment policies for full-time and part-time positions stated above, there are rules and responsibilities associated with all assistantship assignments for both students and faculty.

### **For Students**

1. All students on assistantship who are not instructors of record must either hold one full-time or two part-time assignments. The total amount of time students spend on these assignments will not exceed an average of 18-20 hours per week.
2. Students must hold one full-time TA position for one faculty person for at least one semester during their time in the PhD program.
3. Students may serve in two part-time assignments only when the emphasis is different enough in each assignment to ensure a balanced workload that does not exceed an average of 16–19.5 hours per week.

4. A student may not TA for more than one class. If the student has a part-time TA-CL assignment, the other assignment must be a part-time TA-non CL assignment.
5. The student must fulfill the responsibilities of the assignment so long as those responsibilities accord with the graduate assistantship policies stated above. For all assistantship positions, this means:
  - a. The student must be available for service throughout the semester—from the first day of classes until 72 hours after the last final exam taught by the instructor.
  - b. The student need not be available on university-recognized holidays and breaks, as specified on the University Calendar. Christmas and Summer Break officially begin 72 hours after the last final exam of the courses the instructor teaches.
  - c. Exceptions to this schedule (e.g., for weddings, vacations, visits home, etc.) must be approved in advance by the instructor for whom the student is working. (These exceptions can usually be accommodated, but they must be requested first by the student and then approved by the instructor.)
  - d. The student is responsible for contacting the faculty members to whom they have been assigned well in advance of the starting date. If the student wants to know what their tasks will be, they should communicate directly with the instructor/s to whom they have been assigned.
  - e. The student must have a fast and convenient way of being contacted. This typically means a reliable email address that they check regularly (at a minimum, daily), and they must reply in a reasonable period of time (no longer than a day). For urgent matters, they should provide a phone number where they can always be reached.
6. Students have the responsibility to consult the GPD if their duties exceed the number of hours they should dedicate to the assignment.
7. Faculty will report on the student's progress at the end of the semester. A student's failure to fulfill the duties of their assignment may result in reconsideration of their eligibility for assistantship.

## For Faculty

1. Loyola does not guarantee TAs or RAs to any faculty person.
2. Graduate students in these assignments are not faculty assistants and may not be treated this way. The work assigned to TAs should be educationally and professionally beneficial. It should facilitate a student's development as a teacher, scholar, and mentor. Students in assistantships should not be assigned non-academic work.
3. Grading should comprise only a portion of the work a student does each week in a classroom-oriented TA assignment.
4. For TA and TA-CL positions, the Philosophy department expects that TAs will work primarily to assist in the teaching of core classes. They may do grading work in 100 and 200-level courses, but not 300-level courses.
5. The workload for a part-time position may not exceed an average of 9.75 hrs per week.
6. The workload for a full-time position may not exceed an average of 19.5 hrs per week.
7. A student may not be a part-time TA and a part-time RA for the same faculty person in the same semester. This means that faculty who are assigned a full-time TA may not

assign research work to that student. Faculty who are assigned a full-time RA may not assign teaching work to that student.

8. If a faculty member cannot occupy a full-time TA at 15-18 hours a week, but can occupy a TA for 8-9 hours a week, then s/he should request only a half-time TA. A faculty member with a half-time TA should keep in mind that the TA is assisting two faculty members and should not assign work that requires more than 8-9 hours per week.
9. Faculty must clearly explain how the TA or RA assignment they are requesting benefits the student pedagogically and/or professionally in the TA/RA request form. This includes:
  - a. Clearly articulating the expectations of the position.
  - b. Indicating what sorts of activities *directly* contribute to the student's development as a teacher, mentor, and/or scholar.
  - c. Laying out a plan to meet with the student to discuss their goals and progress in the position throughout the semester.
10. TA and RA requests that prioritize student development over faculty need will be prioritized.
11. Students will report on whether this has taken place in their TA/RA reports, and faculty may be denied TA or RA assignments in the future if the position does not benefit the student pedagogically and/or professionally.

## 8.6 TA/RA Evaluation

Shortly after the semester concludes, students and faculty will receive a request from the GPD for a TA/RA report as well as a form to request assistantship positions for the next semester. Both student and mentoring faculty will be evaluated in the report. These reports are confidential. Only the GPD and Graduate Administrative Assistant will be able to see them, but they will aid the GPD in giving guidance to both students and faculty. Faculty evaluation of students should be based on the observation of the TA or RA in action. It should provide helpful information about the student's performance, areas for growth, and suggestions for further development. Student evaluation of faculty should assess the opportunities for pedagogical or scholarly development that they received, what they learned, and what activities were more helpful for their growth. Both students and faculty in these positions should also note any red flags or problem areas that they would like the GPD to be aware of and/or address moving forward.

## 8.7 Instructors of Record

Students may fulfill their assistantship responsibilities and retain their merit award as instructors of record for a single course. As with the TA/RA Assistantship positions, graduate student assistants serving as instructors of record must have a faculty mentor, which is provided in the Philosophy Department through the PHIL 505 Teaching Internship and the Pedagogy committee.

### Instructor of Record Policies for Graduate Students

The policies and procedures for becoming an instructor of record are different than those for TA and RAs. Please consult the eligibility requirements to determine whether you can become an instructor of record and review the processes for being assigned a course as an instructor of record.

## **Eligibility**

The Philosophy Department typically requires students to defend their dissertation proposal and complete all other degree requirements before becoming an instructor of record. However, the university and Graduate School only require students to have the equivalent of an MA degree in philosophy to teach as instructors of record. Hence, when appropriate, students may transition into this position earlier. Regardless of when they begin teaching as instructors of record, students are only eligible to do this if they have:

- Completed all requirements for the MA in Philosophy
- Completed PHIL 505 Teaching Internship
- Completed the Graduate School [Teaching Effectiveness Seminar](#) (TES)
- Students who plan to be instructors of record before passing their candidacy examination must receive permission from the GPD in consultation with the primary advisor.

## **Part-Time Instructor Status at LUC**

When a graduate student becomes an instructor of record, they remain on a graduate assistantship and are beholden to all Graduate School policies. However, they also become a “part-time” instructor for the university and are also subject to the university and department policies pertaining to this position. but also to the policies associated with Loyola’s part-time faculty as well as any department policies pertaining to part-time instructors.

These policies are included in Chapter 4, Section C.1 of [LUC’s Faculty Handbook](#).

While the graduate student on assistantship is considered a part-time instructor, they must follow the rules and regulations associated with this position. However, they will continue to receive their merit awards, including the \$28,000 stipend, tuition waiver, and insurance through the Graduate School. They will not be paid through the College of Arts and Sciences like a part-time instructor who is not a Graduate Assistant.

## **Instructions for Requesting a Course as an Instructor of Record**

Students should begin this process by consulting their primary advisor about becoming an instructor of record. Students will typically teach their first course in their fourth year, but they may decide to do this earlier or later depending on their program of study. Either way, the student will initiate this process by emailing the person responsible for Course Scheduling in the Philosophy Department (typically the Assistant Chair) no later than the first week of the semester before the semester in which they plan to teach. The student should copy the GPD and primary advisor on this email.

In this email, the student should indicate which Core course they would like to teach. Ideally, students will teach at least two different Core courses during their time at Loyola and possibly a third 200-level course. If the student would like to request a 200-level course, they should include their Core course preferences along with a request for a 200-level course, and this will be taken into account. Note that the availability of courses depends on what courses faculty have already elected to teach, so the desired course may not be available.

## Instructors of Record and the Job Market

Having a robust teaching record is indispensable for the academic and non-academic job market, so regardless of when PhD students begin as instructors of record, they should aim to teach at least two core courses at the 100-level (either two sections of the same course or two different core courses) and one 200-level course or above in their area before graduating. This will prepare students for a range of positions and expand the areas they can claim in their AOCs.

## 8.8 Policy on Absence Due to Personal Illness

The Policy recognizes that Graduate Assistants are able to continue their enrollment and associated financial support while absent for limited periods of time from their graduate assistantship role due to personal illness. With the exception of Graduate Assistants who are supported by extramural funding from the National Institutes of Health (and so subject to NIH policy), the University permits Graduate Assistants to be absent due to personal illness from their graduate assistantship role for up to (but no more than) fifteen calendar days (consecutive or non-consecutive) per academic year. Graduate Assistants are expected to inform their faculty mentor as soon as possible about their need for an absence from their graduate assistantship role due to illness, but in any event no later than the beginning of the period of the absence. Graduate Assistants who miss coursework due to illness are still held to normal course and grading policies for the relevant department(s) or course instructor(s). Graduate Assistants who must be absent from their graduate assistantship role due to illness for more than fifteen consecutive days should ordinarily request a medical leave of absence from the University. Please see the Provost's [Policy on Absence Due to Personal Illness for Graduate Assistants](#) and the [Graduate School's Academic Policies](#) for additional information.

## 8.9 Assistantship Termination

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

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

- The stipend will be stopped at the date of the termination.

## **8.10 Assistantship Resignations**

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

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

The assistant's stipend will be ended upon receipt of the letter of resignation.

## 9 PhD Timetable, Milestones, and Job Market Advice

### 9.1 PhD Timetable and Milestones

Below, please find an approximate timetable and list of milestones for the PhD program. This does not necessarily capture everything PhD students will need to do during their time in the program. It also does not reflect alternative timeframes for deferred enrollment or leaves. However, it should offer a helpful example of the year-to-year progression of the degree that can be amended to reflect the specific circumstances of students.

#### Year 1

Year 1	Fall	Spring	Summer
<b>Coursework</b>	3 Courses (9 credits)	3 Courses (9 credits)	<u>UNIV 370 (0 Credits):</u> Typically offered the week before classes begin
<b>Program Milestones</b>		<u>MA Exam Option 3:</u> Prepare First Scholarly Paper by the end of this semester.  <u>Research Tool:</u> Notify GPD by March 1 to enroll in summer language course	<u>MA Exam Option 3:</u> Submit first scholarly paper for review and complete revisions before start of Year 2  <u>Research Tool:</u> Complete Research Tool summer of year 1 or year 2
<b>Assistantship Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serve as a Graduate Assistant in either a TA, RA, or split position depending on what is most advantageous given your goals and stage.</li> </ul>		
<b>Professional Development Goals</b>	<ul style="list-style-type: none"> <li>• Attend any professional development workshops and prioritize those related to conference presentation.</li> <li>• Submit to 1 conference or other research opportunity in your field.</li> <li>• Start working on language skills either through the research tool or other language learning opportunities.</li> </ul>		

#### Year 2

Year 2	Fall	Spring	Summer
<b>Coursework</b>	3 Courses (9 credits)	3 Course (9 Credits)  PHIL 505 (0 Credits) Teaching Internship	

Year 2	Fall	Spring	Summer
<b>Program Milestones</b>		<p><u>MA Exam Option 3:</u> Prepare Second Scholarly paper by end of this semester.</p> <p><u>Research Tool:</u> If not already completed, notify GPD by March 1 to enroll in language course</p>	<p><u>FINISH MA Exam Option 3:</u> Submit second scholarly paper for review, complete revisions, and submit paperwork to complete MA Exam (no later than Sept. of Year 3)</p> <p><u>FINISH Research Tool:</u> Complete no later than the end of Year 2</p> <p><u>Primary Advisor:</u> Select a Primary Advisor by July 1</p> <p><u>Foundational Paper:</u> Work with primary advisor to prepare Foundational Paper reading list.</p>
<b>Assistantship Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serve as a Graduate Assistant in either a TA, RA, or split position depending on what is most advantages given your goals and stage.</li> </ul>		
<b>Professional Development Goals</b>	<ul style="list-style-type: none"> <li>• Attend any professional development workshops and prioritize those focused on publishing and grant writing.</li> <li>• Submit a paper or abstract to 1-2 conferences in your area.</li> <li>• Begin thinking about a primary advisor. This should be decided by the end of Year 2 or the summer before Year 3</li> </ul>		

### Year 3

Year 3	Fall	Spring	Summer
<b>Coursework</b>	2 Courses (6 credits) + <u>Appropriate 600-level course</u>	2 Courses (6 credits) + <u>Appropriate 600-level course</u>  PHIL 590: Dissertation Proposal Seminar	

Year 3	Fall	Spring	Summer
	GS Teaching Effectiveness Seminar (0 Credits)		
<b>Program Milestones</b>	<u>Foundational Paper:</u> Complete written Exam by Nov. 1	<u>FINISH Foundational Paper:</u> Complete Oral Defense no later than Jan 20  <u>FINISH Specialized List/Annotated Bibliography:</u> Complete during PHIL 590  <u>Dissertation Proposal/Candidacy Exam:</u> Complete draft of dissertation proposal, select candidacy exam committee by May 1, file GSPS paperwork	<u>FINISH Dissertation Proposal/Candidacy Exam:</u> Complete and Defend Dissertation Proposal by August 1
<b>TA/RA or Teaching/ Instructor of Record</b>	<ul style="list-style-type: none"> <li>• TA/RA in Fall and Spring</li> <li>• Submit request to the course scheduler to begin teaching as an instructor of record in Fall and Spring of Year 4. This request should be made no later than March 1 of Year 3. You should request to teach two 100-level courses (PHIL 130, PHIL 181, or PHIL 182), one in the Fall and one in the Spring. Ideally, you will teach two different core courses in Year 4</li> </ul>		
<b>Professional Development/ Research Goals</b>	<p>During Year 3, those interested in pursuing academic positions should:</p> <ul style="list-style-type: none"> <li>• Submit at least 1 paper for publication by the end of Year 3</li> <li>• Submit/attend to 1–2 conferences or other research opportunities in your field.</li> <li>• Attend a summer research workshop, institute, or other professional development institute between Year 3 and 4</li> <li>• Attend any professional development workshop but prioritize those on publishing, the job market, and grant writing.</li> </ul> <p>Those who do not wish to pursue an academic path should make this decision during the summer between years 3 and 4 and should begin working with their primary advisor/dissertation director to explore the most important opportunities related to their career goals. They should also determine which dissertation format is best for this market.</p>		

## Year 4

Year 4	Fall	Spring	Summer
<b>Coursework</b>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	
<b>Program Milestones</b>	<u>Dissertation:</u> Complete Intro, Ch. 1	<u>Dissertation:</u> Complete Ch. 2–3 and form dissertation committee	<p><u>Dissertation:</u> Complete Ch. 3-4. Your chances of getting an academic job are greatly improved by having already defended your dissertation. While this is unlikely to happen early in Year 5, you should still create a work schedule the summer before Year 5 that sets you up to defend in late Fall or early to Spring of Year 5. If a fellowship is secured for Year 6, the workplan can be expanded and the defense date delayed until late Sept. of Year 6</p> <p><u>Job Market:</u> If you intend to go on the market in Year 5, complete application materials during summer between Years 4 and 5 for Fall application deadlines (typically Sept.–Dec.)</p> <p><u>Dissertation Fellowships:</u> If you intend to apply for external dissertation fellowships, you should begin preparing these materials during the Summer before Year 5 for Fall application deadlines (typically Sept.– Nov.)</p>
<b>Instructor of Record</b>	Teach PHIL 130, 181, or PHIL 182	Teach PHIL 130, 181, or PHIL 182 (ideally a course that is different from the one you completed)	

Year 4	Fall	Spring	Summer
<b>Professional Development/ Placement Goals</b>	<ul style="list-style-type: none"> <li>• Submit 1–2 articles for publication (1 based on dissertation, one based on other research)</li> <li>• Submit to/attend 1–2 conferences.</li> <li>• Focus on securing a fellowship for Year 6</li> <li>• Follow the advice of the dissertation director about applying to jobs in Year 5</li> <li>• Follow the advice of the dissertation director about dissertation fellowship applications</li> </ul>		

**Year 5**

Note that year 5 is the last year of guaranteed funding.  
 \*Indicates what must be completed if 6<sup>th</sup> year of funding is not secured  
 \*\*Indicates what must be completed if 6<sup>th</sup> year of funding is secured

Year 5	Fall	Spring	Summer
<b>Coursework</b>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	
<b>Program Milestones</b>	<p><u>*Dissertation and Dissertation Defense:</u> Depending on progress, complete dissertation and begin scheduling defense for early Spring</p> <p><u>Job Market:</u> Apply for academic positions and schedule mock interviews if necessary.</p> <p><u>External Fellowships:</u> Submit applications for external fellowships</p>	<p><u>Internal Fellowships:</u> Apply for internal Dissertation Fellowships (applications typically due Jan–Feb)</p> <p><u>*FINISH Dissertation and Dissertation Defense:</u> If no fellowship is secured, defend Dissertation in the Spring semester after all fellowship notifications are sent. If an internal or external fellowship is secured, delay defense until late Sept. of Year 6</p> <p><u>*Graduate:</u> If no 6<sup>th</sup> year funding is secured, submit graduation application and ensure that all required materials are submitted</p>	<p><u>Dissertation:</u> Complete Ch. 4 and/or conclusion and schedule defense</p> <p><u>Job Market:</u> If you have received no job offers or have not yet applied for positions, prepare application materials during the summer before Year 6 for Fall application deadlines (typically Sept.–Dec.)</p>

Year 5	Fall	Spring	Summer
		to the Graduate School for May or August graduation  <u>**Don't graduate:</u> if funding is secured, you will not graduate until Spring of Year 6	
<b>Instructor of Record</b>	Teach PHIL 130, 181, or PHIL 182 (ideally a course already taught)	Teach a PHIL 200 course relevant to your AOS/AOC	
<b>Professional Development/ Placement Goals</b>	<ul style="list-style-type: none"> <li>• Submit 1–2 articles for publication (probably material from the dissertation)</li> <li>• Submit to and attend field appropriate conferences.</li> <li>• Secure 6th year dissertation fellowship</li> </ul>		

## Year 6

Note: Year 6 will only be funded if the student secures a dissertation fellowship in year 5 or decides to self-fund a 6<sup>th</sup> year in the program.

Year 6	Fall	Spring	Summer
<b>Coursework</b>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	0 Courses + PHIL 600 or <u>appropriate 600-level course</u>	
<b>Program Milestones</b>	<u>FINISH Dissertation and Dissertation Defense:</u> If possible, defend the dissertation by Sept. or Oct. of Year 6, <b>but withhold paperwork until Spring.</b> If you've defended, your letter writers can comment on the defense in your job applications. You also put yourself in a better position to get a job. Even if the paperwork hasn't been completed the defense itself is an important milestone for potential employers.	<p><u>*SUBMIT Dissertation and Dissertation Defense Paperwork:</u> Submit all dissertation and dissertation defense materials to the Graduate School</p> <p><u>Graduate:</u> Apply for May graduation and submit necessary paperwork for degree conferral.</p> <p><u>Job Market:</u> Prepare for campus visits, post-doc interviews, etc. Talk with the placement committee to</p>	<u>Graduate:</u> If you do not graduate in May, apply for August Graduation and submit the necessary paperwork for degree conferral.

Year 6	Fall	Spring	Summer
	<u>Job Market</u> : Apply for positions and schedule mock interviews with placement committee.	schedule mock job talks/teaching demonstrations.	
<b>Instructor of Record</b>	No teaching while on fellowship	No teaching while on fellowship	

## 9.2 Job Market Advice

The Handbook does not include a comprehensive overview of how to submit materials for the job market. However, numerous resources are available in the Philosophy Department, the Graduate School, and the University, that will help you prepare. In the Philosophy Department, your primary resource will be your dissertation director and the Graduate Placement Committee. The faculty person holding the chair of that committee will be updated on the Sakai worksite each academic year. The Placement Committee also posts resources and workshop materials on the Sakai site and the [Graduate Students Resources](#) page of the Philosophy Department website. Here are a few tips to help you get started:

- You should attend all professional development workshops the Placement Committee organizes on both academic and non-academic placement. There is a section on the PhD student annual review form reflecting your attendance at these events, so please note that the GPD's evaluation of your performance in the program will include the extent of your attendance and participation in these events. Be sure to utilize this committee as you complete job market materials. They will review these materials and organize mock interviews, job talks, and teaching demonstrations for you, but you must reach out to the Placement Committee to receive this feedback and assistance.
- You should determine during the summer before Year 4 whether you are more inclined toward academic or non-academic positions. Regardless of which path you choose, both paths require careful planning and faculty resources, so the decision will ideally be a choice that students make early with their advisors rather than a last resort if the academic job market does not work out. While you may wish to apply for academic and non-academic positions, both are challenging paths, so careful planning is essential regardless.
- Please pay attention to the timetable for completing major degree milestones as well as the guidelines for submitting paperwork. Submitting paperwork too early may compromise your eligibility for fellowships or merit awards, and completing milestones too late may hurt your chances on the job market.

- Primary Advisors/Dissertation Director should be overseeing your preparation for the job market, whether by reviewing application materials for jobs and fellowships, informing you of important professional opportunities, and helping you build a timeline for meeting important milestones. If this is not happening, you should contact the GPD who can speak with your advisor, and the Placement Committee who can give you additional assistance.
- Regardless of whether you pursue academic positions or non-academic positions, the preparation begins as early as the first year of the program. You should keep your long-term goals in view throughout, and you should be deliberate in charting a course of study that helps you to achieve them.