

# Graduate Program in Health



## 2023-2024 Student Handbook

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# Welcome from the Graduate Program Director

Welcome to the **Graduate Program in Health!**

The Graduate Program in Health is an exciting learning environment that focuses on real-world and applied research questions related to health. It is theoretically informed and research based. The program examines the effects of health systems, services, issues, laws, policies, practices, norms, organizations, and decision-making on health outcomes that are often inequitable. The Program emphasizes how societal, economic, political, organizational, and cultural processes influence health. The Program draws on a variety of theoretical and conceptual approaches from multiple disciplines and brings these together to train students to approach health research in an interdisciplinary way.

The Graduate Program in Health has specialized study fields of **Health Policy and Equity** (HP&E) and **Health System Management and Health Data Analytics** (HM&HDA) at the masters and doctoral levels.

In our program, we offer our graduate students' opportunities to closely interact with faculty and peers through coursework, research, including field work. We also emphasize and support students' making presentations at academic conferences and having their work published in peer-reviewed journals. Students can also engage with active communities of students through participation in the events of the York University Organized Research Units, including YU-CARE, Centre for Refugee Studies, among others. Our program prepares our students for careers in universities, governments, hospitals, and agencies and institutions concerned with promoting health and improving health care through public policy action, system management, and data analytics.

We encourage you to become familiar with the work of our faculty members as their contributions illuminate our unique approach to investigating and addressing the key health issues of our time. This handbook will, hopefully, provide you with much of the information you need at this point, including resources and services available to our current students in Health graduate studies, as well as more specific material pertaining to the program.

For questions concerning course enrollment, teaching assistant contracts, progress reports, and funding opportunities, please contact our Graduate Program Assistant at **gradhlth@yorku.ca**, who will guide you through the administrative requirements.

I welcome your academic questions. Please contact me at [farahmad@yorku.ca](mailto:farahmad@yorku.ca)

Graduate Program Director

*Farah Ahmad*

Associate Professor  
School of Health Policy and Management  
York University

# PROGRAM ESSENTIALS

# Graduate Program Office Protocols

Source of information regarding registration, courses, guidelines, and all other matters pertaining to the department:

Position	Name	Tel	Email
Graduate Program Director (academic)	Farah Ahmad	416-736-2100 ext. 33898	farahmad@yorku.ca
Graduate Program Assistant (administration)	Collette Murray	416-736-2100 ext. 44494	<a href="mailto:gradhlth@yorku.ca">gradhlth@yorku.ca</a>

## Hours of Operation

Monday to Thursday, 9am to noon & 1pm to 4pm; Fridays, 9am to noon & 1pm to 3:30 pm

Graduate students are to make an appointment with the Graduate Program Assistant for one-to-one discussion, as the staff works on a **hybrid work schedule**.

## Communications and Submission of Administrative Forms

For questions related to administrative issues (e.g., student funding) your point of contact is Collette Murray, Graduate Program Assistant (GPA). Collette works closely with the Graduate Program Director (GPD), whom you can reach out to for academic advice (e.g., course selection) or concerns with your progress in the program. When you email us, allow at least 48 hours for a reply. If you email us outside the hours of operation listed above, you may have to wait longer for a reply.

Please submit all administrative forms (e.g., confirmation of supervisor) to Collette, who will the Graduate Program Director's signature as needed. Your forms document your academic progress and should be submitted with all relevant documents and signatures (except for GPD signature, obtained by Collette). In case of doubt, do not hesitate to consult with us.

Finally, **please do not bypass your home graduate office and submit documents to a faculty member or another administrative office**. The University is a complex organization, and the Graduate Program Office is the site to submit administrative documentation. To support your experience with us, please keep us informed about your progress.

## Mailing Address

Graduate Program in Health  
Stong College, Room 313, York University  
4700 Keele Street, Toronto, Ontario, Canada M3J 1P3

## Health Graduate Program Website

Please bookmark and familiarize yourself with the program's website. This online tool has guidelines and resources available for students to access 24 hours a day, 7 days a week. Please consult with the website first to address an inquiry and then proceed to contact the home graduate office. <https://www.yorku.ca/gradstudies/health/>

**Please Note: York University is a fragrance-free environment.** Please refrain from wearing scented products on campus.

# Faculty Members

*The term Full-Member, Associate-Member, and Adjunct in the Health graduate program denote variations in professors' supervisory roles; also see Faculty Members Eligible for Supervision table. In this section, Health faculty members are grouped by their interest in Health field and then their primary program affiliation.*

## Full Member in Health

### FIELD - HEALTH POLICY AND EQUITY

#### 1. Core Faculty

##### **Farah Ahmad (Graduate Program Director, Health)**

- Associate Professor; PhD, University of Toronto; MPH, Harvard University; MBBS, Punjab University
- Equity in access; primary care; marginalized communities (racialized, immigrant, refugee, youth); women's health; psychosocial health (mental health, autism, partner violence, cancer underscreening); eHealth innovations.

##### **Claudia Chaufan**

- Associate Professor; PhD Sociology/Philosophy, University of California Santa Cruz, USA; MD, University of Buenos Aires, Argentina
- Political economy of global health; capitalist globalization/geopolitics of global health policy; comparative health policy; political ecology of diabetes; Latin American social medicine; critique of genomic medicine; critical health studies/Marxism and health; critical discourse analysis; scholarship of teaching and learning

##### **Tamara Daly**

- Full Professor; PhD, University of Toronto
- Long-term care and home care in international comparison; gender and health equity; social care policy; access to care; quality working conditions and work organization in health and social care settings; aged care for diverse populations international comparative research; qualitative, mixed, or multiple method studies; historically situated and critically oriented policy research; health services research; feminist political economy; and labour process theory.

##### **Sean Hillier**

- Associate Professor; PhD, Ryerson University
- Indigenous health; health policy; One Health; Indigenous Peoples living with HIV; 2-Spirited & LGBTTIQQA rights; community-engaged research.

##### **Mathias Hoben**

- Associate Professor, Helen Carswell Chair in Dementia Care, Alzheimer Society of Canada New Investigator; Dr rer medic (equivalent to PhD) in Health and Nursing Sciences from the Martin-Luther University Halle Wittenberg, Germany; Registered Nurse, Undergraduate Degree in Nursing Management
- Understanding and improving the health and wellbeing (quality of life) of individuals living with dementia, their family and friend care partners, and their paid caregivers; health services and health policy research; knowledge translation and implementation science

##### **Marina Morrow (Academic Chair, School of Health Policy & Management)**

- Full Professor; PhD, University of Toronto (OISE)
- Critical health policy; mental health reform; service provision in mental health; health services access in mental health; mental health and social inequity; mental health, citizen engagement and social justice; neoliberal reforms; gender

and health; intersectional theory and approaches in mental health.

### **Dennis Raphael**

- Full Professor; PhD, University of Toronto
- Human development; social determinants of health; the quality of life of communities and individuals, and the impact of government decisions on Canadians' health and well-being.

## **2. Faculty in Critical Disability Studies / Global Health**

### **Agnes Berthelot-Raffard**

- Associate Professor in Critical Disability Studies; PhD Philosophy, Université Panthéon-Sorbonne Paris 1, France, and Université de Montréal Political Philosophy (social ethics) and Feminist Ethics; Critical health studies, disability, and ageing studies: Black Health Studies/Black Disability Studies with impact of anti-black racism and racialization on dimensions of health and well-being

### **Amrita Daftary**

- Associate Professor; PhD, University of Toronto; MPH, Columbia University, USA
- Health care seeking; stigma; tuberculosis; HIV/AIDS; global health

### **Rachel da Silveira Gorman**

- Associate Professor in Critical Disability Studies & SHPM, Faculty of Health, York University; PhD, University of Toronto
- Transnational social movements; anticolonial and revolutionary aesthetics; anti-racist disability theory; institutional ethnography and critiques of ideology in corrections, health, community, and social service sectors.

### **Nancy Viva Davis Halifax**

- Associate Professor in Critical Disability Studies & Graduate Program Director for Critical Disability Studies, York University; PhD, University of Toronto  
Arts-based research & research creation; crip arts praxis; critical auto/ethnography; body/s and embodiment/s; the more-than-human; theory/s in the feminisms (crip; post structural; new materialism; affect); language and representation; imaginative ethnographies; social death and abandonment; intimate perspectives on biomedicine and psychiatry; polyphonic and lyrical theory/s.

### **Steven Hoffman**

- Professor, Scientific Director of the CIHR Institute of Population & Public Health; JD, University of Toronto; PhD, Harvard University, USA; LLD, Sciences Po Paris, France
- Global health; global governance; international law; institutional design; pandemics; antimicrobial resistance; legal epidemiology; methodology.

### **Paul McDonald**

- Professor; PhD, University of Waterloo
- Global health; Capacity building, planning, implementing, evaluating population interventions for public health; primary prevention of chronic disease; evidence-based decision making and practice-based evidence making for public health; influence of human connection and networks on health.

### **James Orbinski (Director, Dahdaleh Global Health Research Institute)**

- Professor; MD from McMaster University Medical School
- Climate change and health; global health and humanitarianism; global health.

### **Adrian Viens**

- Associate Professor; PhD School of Law, Queen Mary, University of London
- Ethics, legal theory and public policy, especially public health ethics and law.

### **Mary Wiktorowicz**

- Professor; PhD, University of Toronto



Global health governance and policy, pharmacogovernance, infectious disease and Antimicrobial resistance, mental health policy, social accountability

### **Jessica Vorstermans**

- Assistant Professor in Critical Disability Studies; PhD, York University
- International experiential and service learning and global citizenship; Critical Disability Theory; Human Rights, Disability and Equity; Disability and North/South relations

## **3. Cross-appointed Faculty**

### **Pat Armstrong**

- Professor in Sociology, York University; PhD, University of Toronto
- Global climate change; environment; environment and health; sociology of risk, disasters; infectious diseases, environmental management; environmental justice

### **Michaela Hynie**

- Professor in Dept. of Psychology, Faculty of Health, York University; PhD, McGill University
- Social inclusion and resilience; social conflict and displacement, including forced migration

### **Nazilla Khanlou**

- Associate Professor in School of Nursing, Faculty of Health, York University; PhD, Wayne State University
- Mothering children with developmental disabilities; refugee health.

### **Thomas Klassen**

- Professor in School of Public Policy & Administration, York University; PhD, University of Toronto
- Politics of aging; age discrimination in the workplace; disabilities in the workplace and labour market; perceptions of people who stutter; treatment of stuttering; gambling policy.

### **Nick J. Mule**

- Professor in School of Gender, Sexuality and Women's Studies & School of Social Work, York University; PhD, University of Manchester
- social inclusion/exclusion of gender/sexually diverse populations (lesbian, gay, bisexual, transsexual, transgender, two-spirit, genderqueer, intersex, queer, questioning – LGBTQ) in social policy and service provision and their as distinct communities in cultural, systemic, and structural contexts; LGBTQ movement; queer liberation theory.

### **Emilia Nielsen**

- Associate Professor in Dept. of Social Science, Faculty of Liberal Arts and Professional Studies, York University; PhD, University of British Columbia, Institute for Social Justice
- Arts, Medicine and Healing; Health and Medical Humanities; Critical Disability Studies; Narrative Medicine; Breast Cancer; Chronic Illness; Autoimmunity

### **Dennis Pilon**

- Associate Professor in Dept. of Political Science, Faculty of Liberal Arts and Professional Studies, York University; PhD, York University
- Elections, democratic reform, class analysis.

## **FIELD – HEALTH SYSTEMS MANAGEMENT & HEALTH DATA ANALYTICS**

### **1. Core Faculty**

#### **Farah Ahmad (Graduate Program Director, Health)**

- Associate Professor; PhD, University of Toronto; MPH, Harvard University; MBBS, Punjab University
- Equity in access; primary care; marginalized communities (racialized, immigrant, refugee, youth); women's health; psychosocial health (mental health, autism, partner violence, cancer underscreening); eHealth innovations.

#### **Lora Appel**

- Associate Professor; PhD, Rutgers University, USA
- Virtual reality; aging and dementia

#### **Serban Dinca-Panaitescu**

- Associate Professor; PhD, University of Bucharest, Romania
- Biomedical engineering; health informatics; cardiovascular disease prevention; medical equipment; health information systems; e-health.

#### **Elham Dolatabadi**

- Assistant Professor; PhD Engineering, University of Toronto
- Machine learning for health, Insight for health, Multimodal Learning, Causal Discrimination Discovery, Frontier and Foundation Model (Natural Language Processing and Computer Vision), Ambient Intelligence, Public Health Precision and Surveillance, Precision Medicine and Patient Phenotyping

#### **Christo El Morr**

- Associate Professor; PhD, Compiègne University of Technology, France
- Community-based research; health virtual communities; mobile communities; e-collaboration; chronic disease management; health promotion; hospital patient services; patient quality of care.

#### **Tamara Daly**

- Professor; PhD, University of Toronto
- Long-term care and home care in international comparison; gender and health equity; social care policy; access to care; quality working conditions and work organization in health and social care settings; aged care for diverse populations international comparative research; qualitative, mixed, or multiple method studies; historically situated and critically oriented policy research; health services research; feminist political economy; and labour process theory.

#### **Liane Ginsburg**

- Professor; PhD, University of Toronto
- Healthcare organization and management; patient safety culture/climate; learning from patient safety failures; health professional education and training in patient safety; nursing home quality; knowledge translation / implementation science.

#### **Leeat Granek**

- Associate Professor; PhD, York University
- Psycho-oncology; Women's health; History and theory of psychological diagnoses and practices; Psychological and social determinants of health; social processes that have an impact on relationships between health, culture, and gender.

#### **Mathias Hoben**

- Associate Professor, Helen Carswell Chair in Dementia Care, Alzheimer Society of Canada New Investigator; Dr rer medic (equivalent to PhD) in Health and Nursing Sciences from the Martin-Luther University Halle Wittenberg, Germany; Registered Nurse, Undergraduate Degree in Nursing Management
- Understanding and improving the health and wellbeing (quality of life) of individuals living

with dementia, their family and friend care partners, and their paid caregivers; health services and health policy research; knowledge translation and implementation science

### **Vijay Mago**

- Associate Professor; PhD Computer Science, Panjab University, India
- Artificial intelligence in medicine; natural language processing; large language models, semantic similarity, sentiment analysis, text summarization and simplification, text corpus building, big data analytics; social media text mining; modeling and simulation; computational models for social issues, and ethical issues and AI

### **Ellen Schraa**

- Associate Professor; PhD, University of Toronto
- Financial measurement of health care organizations for funding reform and performance evaluation.

### **Peter Tsisis**

- Associate Professor; PhD, University of Toronto
- Interface between interorganizational collaboration and patient outcomes.

### **Hannah Wong**

- Associate Professor; PhD, University of Toronto
- Statistical regression modeling techniques and system dynamics computer simulation for clinicians, health care managers and policy makers; elderly population health; diagnostic tools and therapies; quality of health care; systems problems of health care.

### **Lillie Lum**

- Professor in School of Nursing and SHPM, Faculty of Health, York University; PhD, University of Toronto
- Promoting equitable access and participation in the health system through institutional change, removal of barriers, increasing the leadership capacities of international health professionals and enhancing educational opportunities for adult immigrant students.

## **Associate & Adjunct Members in Health**

### Associate

- Epstein, Iris
- Eyawo, Oghenowede
- Gonzalez Perez, Jose Miguel
- Mawani, Amin
- Mensah, Joseph
- Poirier, Mathieu
- Penney, Tarra
- Saunders, Richard G
- Short, Nicola C
- Struthers, C. Ward
- Thomson, Kelly
- Waring, Duff R

### Adjunct

- Elton-Marshall, Tara
- Guruge, Sepali
- Magnan, André
- Othman, Nasih Fatih
- Pianosi, Birgit
- Robertson, Lorayne
- Sayani, Ambreen
- Shnier, Adrienne
- van Dreumel, Lynda
- Wiener, Lori
- Williams, Charmaine C.

## Important Dates 2023-2024

<b>Term Registration, Course Enrollment/Drop, Petition, Tuition Payment/Refund</b>			
	<b>Fall 2023 (Sept - Dec)</b>	<b>Winter 2024 (Jan - April)</b>	<b>Summer 2024 (May - Aug)</b>
Registration Opens for Fall (FA23) and Winter (WI24)	June 14		<b>usually, March 2024</b>
<b>petition for a change of status</b> (e.g., leave of absence, change to part-time, extension of program time limit)	July 15	Nov 15	<b>March 15</b>
Final day to (1) register <b>online without a \$200.00 late registration fee</b>	Aug 20	Dec 20	<b>TBD *</b>
<b>First date of classes.</b>	Sept 6	Jan 8	<b>TBD *</b>
Term tuition payment due	Sept 10	Jan 10	May 10
Last day to <b>enroll</b> in courses <b>online without permission</b> of instructor	Sept 20 (F & Y)	Jan 22 (W)	<b>TBD *</b>
100% Term tuition refund	Sept 30	Jan 31	May 31
Last day to <b>enroll</b> in courses <b>with permission</b> of instructor (CTF form)	Sept 28 (F) Oct 20 (Y)	Jan 31	<b>TBD *</b>
80% Term tuition refund	Oct 15	Feb 15	June 15
<b>Online</b> registration ends	Oct 20	Jan 27	<b>TBD *</b>
40% Term tuition refund	Oct 31	Feb 29	<b>TBD *</b>

<b>Deadline to drop course (s) without receiving a grade.</b> Any course dropped after this date is reflected as a W grade	(FA23) Nov 8	(Y) Feb 8 (WI24) March 11	<b>TBD</b>
<b>Deadline to drop course (s) without receiving a grade.</b> Any course dropped after this date is reflected as a W grade	(FA23) Nov 8	(Y) Feb 8 (WI24) March 11	<b>TBD</b>
<b>Manual</b> registration ends. Students not registered are withdrawn for failure to maintain continuous registration.	Dec 15	April TBA	<b>TBD *</b>
<b>Last date of classes.</b>	Dec 5	Apr 8	<b>TBD *</b>

\* Click for all [important dates](#)

<b>Classes, Holidays and University Closings</b>			
	<b>Fall 2023 (Sept - Dec)</b>	<b>Winter 2024 (Jan - April)</b>	<b>Summer 2024 (May - Aug)</b>
Labour Day *	Sept 5		
Thanksgiving *	Oct 10		
Reading Week <b>(Fall)</b> **	Oct 8 – Oct 14		
Holiday/New Year's Break *	TBA		
Family Day *		Feb 19	
Reading Week <b>(Winter)</b> **		Feb 17-23	
Good Friday *		March 29	
Victoria Day *			May 20
Canada Day *			July 1
Civic Holiday *			Aug 5

\***University Closure**



# Health Course Timetable 2023-2024

Field: Health Policy and Equity (HP&E)  
Field: Health System Management and Health Data Analytics (HSM&HDA)

**Note:** Courses designated as field-specific or foundational can also be selected as elective after all required credits for field and foundational courses are met.

	Course #	Title	Cat #	Instructor	Day & Time	Location	Start & End Date	Course Designation		
								Foundational	Field Specific	Elective
<b>Fall Term  2023</b>	HLTH 5040 3.0	Health, Ethics and Law	Z35D01	Agnes Berthelot-Raffard	Tuesdays 8:30 AM to 11:30 AM	Ross Bldg North 201	Weekly Sept 12- Dec 5, 2023	HP&E or HSM&HDA		
	HLTH 5405 3.0	Graduate Research Methods	S20E01	Farah Ahmad	Thursdays 11:30 AM to 2:30 PM	Founders College 106	Weekly Sept 7 – Nov 30, 2023	HP&E or HSM&HDA		
	HLTH 5420 3.0	Measuring and Improving Quality and Safety in Healthcare	Y67N01	Matthias Hoben	Mondays 11:30 AM to 2:30 PM	Winter’s College 118	Weekly Sept 11- Dec 4, 2023		HSM&HDA	
	HLTH 6210 3.0	Political Economy of Health Inequities	F14W01	Dennis Raphael	Wednesdays 8:30 AM to 11:30 AM	Dahdaleh Bldg. 0015	Weekly Sept 6- Nov 29, 2023		HP&E	
	HLTH 6230 3.0	Health Equity: Analytic Orientations	Q19Q01	Tamara Daly	Tuesdays 11:30 AM to 2:30 PM	ACE 008	Weekly Sept 12- Dec 5, 2023		HP&E	
	HLTH 6240 3.0	Health Data Visualization	Z13E01	Lora Appel	Wednesdays 2:30 PM – 5:30 PM	Stedman Lecture Hall 107	Weekly Sept 6- Nov 29, 2023		HSM&HDA	
	CDIS 5095 3.0/ HLTH 5490 3.0	Intersectionality, Disability and Health	G52M01	Elene Lam	Thursdays 4:00PM to 7:00 PM	Vari Hall 1156	Weekly Sept 7- Nov 30, 2023			<b>X</b>

<b>Winter Term</b>          <b>2024</b>	<b>CDIS 5045 3.0/HLTH 5450 3.0</b>	Health Equity & Mental Health Policy	W99U01	Elene Lam	Thursdays 4:00PM to 7:00 PM	Vari Hall 1156	Weekly Jan 11- Apr 4, 2024			<b>X</b>
	<b>HLTH 5060 3.0</b>	Qualitative Methods for Health Studies	G73Z01	Leeat Granek	Mondays 11:30 AM to 2:30 PM	Ross Bldg South 123	Weekly Jan 8 – Apr 8, 2024			<b>X</b>
	<b>HLTH 5485 3.0</b>	Public Policy and Health	J85C01	Claudia Chaufan	Wednesday 2:30 PM to 5:30 PM	Vanier College 102	Weekly Jan 10- Apr 3, 2024		HP&E	
	<b>HLTH 6220 3.0</b>	Human Rights and Health Equity	V61H01	TBA	Tuesdays 11:30 AM to 2:30 PM	Accolade West 209	Weekly Jan 9-Apr 2, 2024		HP&E	
	<b>HLTH 6245 3.0</b>	Perspectives on Knowledge Transfer, Evidence & Decision Making in Organizations	D61D01	Liane Ginsburg	Tuesdays 8:30 AM to 11:30 AM	Accolade East 012	Weekly Jan 9- Apr 3, 2024	HP&E or HSM&HDA		
	<b>HLTH 6270 3.0</b>	Machine Learning for Health	H60N01	Elham Dolatabadi	Wednesdays 8:30 AM to 11:30 AM	Dahdaleh Building 0015	Weekly Jan 10- Apr 4, 2024		HSM&HDA	



# Health Degree (MA/PhD requirements) Summary Table

**Field 1: Health Policy & Equity (HP&E)**

**Field 2: Health System Management & Health Data Analytics (HM&HDA)**

Requirements	MA	PhD  (Students entering with a Master's degree)	PhD  (Students entering with a Master's in Health from York)
<b>Foundational Courses</b>	<ul style="list-style-type: none"> <li>• HLTH 5405 3.0</li> <li>• <b>And two</b> of the following               <ul style="list-style-type: none"> <li>• HLTH 5010</li> <li>• HLTH 5020</li> <li>• HLTH 5030</li> <li>• HLTH 5040</li> <li>• HLTH 6245</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Two</b> of the following               <ul style="list-style-type: none"> <li>• HLTH 5010</li> <li>• HLTH 5020</li> <li>• HLTH 5030</li> <li>• HLTH 5040</li> <li>• HLTH 6245</li> </ul> </li> <li>• HLTH 5405 is required, if method course was not taken in Master's; <b>note 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Four</b> 3.0 graduate courses within the first year of study (<b>total of 12 credits</b>) (combination to be decided in conversation with supervisor and GPD) with at least two 3.0 courses from the Graduate Program in Health</li> </ul>
<b>Field Specific Courses</b>	<p><b>1. HP&amp;E</b></p> <ul style="list-style-type: none"> <li>• <b>Two</b> (total of 6.0 credits) of the following               <ul style="list-style-type: none"> <li>• HLTH 6210 3.0</li> <li>• HLTH 6220 3.0</li> <li>• HLTH 6230 3.0</li> <li>•</li> </ul> </li> </ul> <p><b>2. HM&amp;HDA</b></p> <ul style="list-style-type: none"> <li>• <b>Two</b> (total of 6.0 credits) of the following               <ul style="list-style-type: none"> <li>• HLTH 5050 3.0</li> <li>• HLTH 5420 3.0</li> <li>• HLTH 6240 3.0</li> <li>• HLTH 6270 3.0</li> </ul> </li> </ul>	<p><b>1. HP&amp;E</b></p> <ul style="list-style-type: none"> <li>• <b>Two</b> (total of 6.0 credits) of the following               <ul style="list-style-type: none"> <li>• HLTH 6210 3.0</li> <li>• HLTH 6220 3.0</li> <li>• HLTH 6230 3.0</li> <li>• HLTH 5485 3.0</li> </ul> </li> </ul> <p><b>2. HM&amp;HDA</b></p> <ul style="list-style-type: none"> <li>• <b>Two</b> (total of 6.0 credits) of the following               <ul style="list-style-type: none"> <li>• HLTH 5050 3.0</li> <li>• HLTH 5420 3.0</li> <li>• HLTH 6240 3.0</li> <li>• HLTH 6270 3.0</li> </ul> </li> </ul>	
<b>Elective Courses</b>	<ul style="list-style-type: none"> <li>• One (total of 6.0 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Three</b> (total of 9.0 credits)</li> </ul>	
<b>Total Courses</b>	<ul style="list-style-type: none"> <li>• <b>Six</b> 3.0 credit courses (<b>Total of 18 credits</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seven</b> 3.0 credit courses (<b>Total of 21 credits</b>); eight 3.0 courses if note 2 applies</li> </ul>	
<b>Non-credit Degree Requirements</b>	<ul style="list-style-type: none"> <li>• Major Research Paper (MRP) Proposal</li> <li>• MRP and oral discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Two Comprehensive Papers &amp; Exam</li> <li>• Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Two Comprehensive Papers &amp; Exam</li> <li>• Dissertation</li> </ul>

**The MA program is approved for 3 full-time terms (6 part-time terms)**

**The PhD program is approved for 12 full-time terms (18 part-time terms)**

**\*\*Notes:**

1. **MA students** *may* take one 3.0 credit course from other graduate programs at York University to fulfill their elective requirement of 3.0 credits, only with the Program Director's approval.
2. **PhD students entering with an MA degree** who did not complete a graduate level methodology course must additionally enroll in HLTH 5405 3.0 (Research Methods Seminar).
3. **PhD students** *may* take a minimum of one 3.0 credit course from other graduate programs at York University to fulfill their elective credits, contingent on the Graduate Program Director's approval.
4. **PhD Students who hold an MA in Health from York University** are required to complete four 3.0 credit graduate courses. Upon approval of the Graduate Program Director, they *may* take a maximum of two 3.0 courses from other York graduate programs to fulfill their elective requirements.
5. **Non-Standard PhD (admitted without a Masters)** must complete the two Foundational courses, two 3.0 credit Field-specific courses, and six additional courses from the Graduate Program in Health, including a maximum of two 3.0 courses from other York graduate programs, upon Graduate Program Director approval.
6. **PhD Students in the Health System Management & Health Data Analytics field** without a graduate level statistics course must take one as an elective (through another Faculty of Health graduate program, such as KIN and PSYCH).

# MA STUDENT PROGRESS FLOW-CHART

Below is a chart depicting student progress throughout the M.A. program.

## FULL-TIME STUDIES

(a minimum of 3 terms of continuous registration; *funding covers 1 year of study*)

### \*IMPORTANT:

- Total 18.0 credits minimum
  - 9 credits of Foundational courses, where HLTH 5405 3.0 is required
  - 6 credits of Field-Specific courses in HLTH program
  - 3 credits of an elective course

### Term 1

- Enroll in foundational and field-specific courses across Fall and Winter terms
- Complete courses, as per degree requirements
- Initiate meetings or communication with faculty members to identify supervisor for Major Research Paper

### Term 2

- Enroll and complete remaining foundational, field-specific, and elective course requirements
- Choose courses so that requirement\* is met by end to Term 2
- Confirm MRP Supervisor & Advisor for the Major Research Paper & obtain approval
- Complete a proposal for the Major Research Paper

### Term 3

- Complete the Major Research Paper and oral discussion

## PART-TIME STUDIES

(a minimum of 6 terms of continuous registration)

### \*IMPORTANT:

- Total 18.0 credits minimum
  - 9 credits of Foundational courses, where HLTH 5405 3.0 is required
  - 6 credits of Field -Specific courses in HLTH program
  - 3 credits of an elective course
- Complete 18 credits in course work by Term 4, as per degree requirements
- Choose courses so that overall requirement\* is met by end to Term 4 or earlier
- Obtain Supervisor and Advisor approval for the Major Research Paper by Term 4
- Complete a proposal for the Major Research Paper by end of Term 4
- Complete the Major Research Paper before the end of Term 6
- See Fall and Winter course offerings in earlier section
- Note: Under special circumstances, MA students may take one 3.0 credit course from other graduate programs at York University to fulfill their elective requirement of 3.0 credits, only with the Graduate Program Director's approval

# PhD STUDENT PROGRESS FLOW-CHART

**Below is a chart depicting full-time student progress throughout the doctoral program.** This is anticipated to be the most common trajectory.

**\*IMPORTANT:**

- Complete 21.0 credits minimum (see Notes below)
  - 6 credits of Foundational HLTH courses
  - 6 credits of Field- Specific HLTH courses
  - 9 credits of electives
- Note 1: If a PhD student, entering with a master's degree, has not taken a graduate level methods course, then HLTH 5405 3.0 is required in addition to the other courses
- Note 2: If a PhD student is entering with MA in Health from York University, then minimum credit requirement is 12.

## YEAR 1

### Term 1

- Enroll in courses and complete 9 course credits
- Choose courses so that degree requirements\* are met and 18 credits completed by end of Term 2

### Term 2

- Complete 9 course credits
- Choose courses so that requirement\* are met and 18 credits completed by end of Term 2

### Term 3

- Complete final course
- **Three** elective courses *should be* completed by end of Term 3
- Form the Comprehensive Supervisory Committee
- Submit Annual Progress Report (**due by May 31<sup>st</sup>**)

## YEAR 2

### Term 4

- Prepare Comprehensive Examination Paper #1

### Term 5

- Prepare Comprehensive Examination Paper #2; Secure Supervisor of Dissertation Committee

### Term 6

- Complete Oral Comprehensive Examination
- Secure additional members of Dissertation Committee
- Submit Annual Progress Report (**due by May 31<sup>st</sup>**)

## YEAR 3

### Term 7

- Complete Dissertation Proposal
- Obtain Research Ethics Approval (as needed)

### Term 8

- Conduct Dissertation Research

### Term 9

- Conduct Dissertation Research
- Submit Annual Progress Report (**due by May 31<sup>st</sup>**)

## YEAR 4

### Term 10

- Complete Dissertation Research and begin writing Dissertation Document

### Term 11

- Write Dissertation Document (begin scheduling oral defense)

### Term 12

- Complete Dissertation & Oral Defense
- Submit Annual Progress Report (**due by May 31<sup>st</sup>**)

# Courses

*All courses are not offered every year.*

## Foundational

- **HLTH 5010 3.0** Health and Science
- **HLTH 5020 3.0** Health and Economics
- **HLTH 5030 3.0** Health and Politics
- **HLTH 5040 3.0** Health, Law, and Ethics
- **HLTH 5405 3.0** Research Methods Seminar
- **HLTH 6245 3.0** Perspectives on Knowledge Transfer, Evidence & Decision Making in Organization

## Field-Specific

### Health Policy and Equity

- **HLTH 6210 3.0** Political Economy of Health Inequities
- **HLTH 6220 3.0** Human Rights and Health Equity
- **HLTH 6230 3.0** Health Equity Analytic Orientations
- **HLTH 5485 3.0** Public Policy and Health

### System Management & Health Data Analytics

- **Health 5050 3.0:** Perspectives in Decision Making
- **Health 5420 3.0:** Measuring and Improving Quality and Safety in Healthcare
- **Health 6240 3.0:** Machine Learning for Health
- **Health 6270 3.0:** Health Data Visualization

## Electives in the Health Program

- **Any foundational or field course that exceeds the minimum credits required**
- **HLTH 5060 3.0** Qualitative Methods for Health Studies
- **HLTH 5450 3.0** Health Equity and Mental Health Policy (cross-listed CDIS 5045 3.0)
- **HLTH 5490 3.0** Intersectionality, Disability and Health (cross-listed CDIS 5095 3.0)
- **HLTH 5440 3.0** Globalization, Pharmaceuticals & Health Equity
- **HLTH 5000 3.0** Directed Studies in Health Studies
- **HLTH 6300 3.0** Political Economy of Global Health

## Potential Electives in other York graduate programs

- **ANTH 5130 3.0** Issues in Medical Anthropology
- **CDIS 5025 3.0** History of Health Care Ethics from Ancient Times to the Present
- **CDIS 5060 3.0** Disability in an Age of Information
- **CDIS 5065 3.0** Health Systems, Issues, and Inequities
- **CDIS 5085 3.0** Indigeneity & Disability: Intersections of Health and Human Rights
- **CDIS 6130 3.0** International Development in Disability and Human Rights
- **CDIS 6140 3.0** Health and Disability
- **DEMS 5082 3.0** Disaster and Emergency Management: Medical and Public Health Issues for Non-medical personnel
- **ECON 5459 3.0** Health Economics
- **KAHS 6020 3.0** Multivariate Analysis and Design
- **KAHS 6010 3.0** Univariate Analysis and Design
- **NURS 5175 3.0** Sexual and Gender Diversity: Implications for Education, Policy and Practice in the Health Professions
- **NURS 7030 3.0** Systematic Reviews and Meta-analysis of Healthcare Interventions
- **POLS 6175 3.0** Politics and Politics in Aging Societies

# Health Course Descriptions

*All courses are not offered every year.*

## **HLTH 5000 3.0 Directed Studies in Health Studies**

Directed Studies is a personalized course for students to work on a directed reading or research project to broaden their scope of knowledge in a topic pertaining to Health Studies. Students that wish to pursue this course are responsible for finding a Faculty of Graduate Studies (FGS) appointed faculty member with relevant expertise to supervise the directed studies course. In consultation with their supervising faculty (i.e., Course Director), students select and explore any topic or area of study that is not offered as a graduate course in the given semester. Under exceptional circumstances it can replace a health elective.

## **HLTH 5010 3.0 Health and Science**

Introduces students to a range of areas of scientific inquiry that impact physical and mental health, comparing health paradigms (e.g., biomedical, behavioral, socio-political). Investigates the emergence, reproduction, and uneasy coexistence of these paradigms in the context of the history and development of public health science, global capitalism, and the nation-state. Explores the integration of scholarship, practice, and citizen activism.

## **HLTH 5020 3.0 Health and Economics**

Economic analysis deals with both inputs and outputs, or costs and consequences, in a world where resources – people, time, facilities, equipment and knowledge – are scarce. Economic analysis therefore concerns itself with choices, since our ability to produce all desired output (efficacious therapies) is constrained. These choices are made based on explicit and implicit criteria. Economic analysis seeks to identify criteria that may be useful in deciding among alternative uses of scarce resources.

## **HLTH 5030 3.0 Health and Politics**

Health and Politics considers how politics – the social relations that involve authority or power -- influence the domain of health studies. Three key areas are considered. Paradigms of Health examines the various ways that health issues are defined, and activities related to such definitions are implemented. The Determinants of Population Health consider how political decisions by governments and other policymakers shape the patterns of health and disease within a society. The Organization and Delivery of Health Care examines how health care systems are shaped by dominant political ideologies and the economic and social forces that influence policy decisions.

## **HLTH 5040 3.0 Health, Law, and Ethics**

This course explores the relationship between health, ethics, and the law. It focuses on the following key areas of study: bioethical principles and approaches, selected case and statute law and health-related issues which illustrate the intersection between legal and ethical analysis. These issues have implications for both individual and public policy decision-making. All of them impact on the social, political, and economic institutions which support the health care system. Ethical theory and medical practice will be scrutinized with a focus on the following key areas: foundations of healthcare ethics and practice, concepts of illness and disease, medical decision-making, resource allocation, autonomy, paternalism, and justice. There have been several challenges to the assumption that everyone is treated the same in our current health care system. Consequently, equity-based, feminist, social constructionist and disability rights perspectives will inform the legal and ethical analyses. These perspectives reveal complex interconnections with other power systems that can have a negative influence on equitable access to health care, such as race, ethnicity, sexual orientation, class, age, and disability. An interdisciplinary approach that employs these perspectives will expand our understanding of the determinants of health in ways that

exclusive reliance on a biomedical perspective will not. It can also enable us to address key questions about developing and accessing responsive health care systems.

### **HLTH 5050 3.0 Perspectives in Decision Making & Information Systems**

Decision Making and Information Systems aims to help health professionals understand the decision-making aspects (rational and non-rational) in health care. This course reviews decision making theories and information systems used for supporting decision making in health care, the opportunities they offer and the challenges they face.

### **HLTH 5060 3.0 Qualitative Methods for Health Studies**

This course will strike a balance between theory and application with respect to qualitative research in health studies. We will examine several core issues surrounding qualitative research as well as four of the most common methods for analyzing qualitative data in the health sciences: Thematic Analysis, Grounded Theory, Narrative Analysis and Content Analysis. Opportunities for experiential learning and 'hands on' practice will be interwoven with the theoretical course material. These exercises/ demonstrations are intended to concretize, enhance, and enliven class discussions as well as teach analytic skills, synthesizing skills, group work and presentation skills.

### **HLTH 5405 3.0 Research Methods Seminar**

This is an advanced course in research methodology. Emphasis will be placed on research design (experimental, quasi-experimental), methods, and paradigms of understanding that incorporates the philosophical orientations of positivism, constructivism, and critical social science. The implications of such understandings for carrying out and assessing research in the social sciences including public policy, management and informatics will be examined and the appropriate methods for each paradigm presented.

### **HLTH 5420 3.0: Measuring and Improving Quality and Safety in Healthcare**

This course addresses both the measurement and improvement of quality and patient safety in healthcare organizations, including the factors that promote quality and safety and the state of research knowledge in these areas. Students will learn the principles and processes of quality improvement (QI) and patient safety including QI theory and tools, the importance of system level factors in understanding patient safety failure, and the role that measurement, leadership, culture, and interprofessional teams play in QI and safety. The principles and practices of quality management will be critically assessed including consideration of current methods used to measure and track quality and safety, the state of empirical support for process improvement techniques, and data quality challenges that are central to the measurement of patient outcome in healthcare. Legal and regulatory issues in healthcare quality and safety will also be explored.

### **HLTH 5440 3.0 Globalization, Pharmaceuticals & Health Equity**

Globalization in the pharmaceutical area has sparked debate about a series of issues that impact on health equity around two central themes: access to pharmaceuticals and ethics. The move towards a single standard for intellectual property rights world-wide has led to significant problems in global access to pharmaceuticals due to the lack of generic products which generate price competition. Issues discussed include culturally appropriate practices of informed consent and subject recruitment, post-trial therapeutic commitments, models for research ethics review and questions about who should control the review process. The course will also address the need to relate ethical research practices to different socio-cultural contexts.

### **HLTH 5450 3.0 Health Equity & Mental Health Policy (cross-listed CDIS 5045 3.0)**

Involves an analysis of mental health policy from a political perspective, starting with early conceptualizations and approaches to mental health care in the 20th century. It will then explore more recent societal approaches, government initiatives and legislation in the Canadian context and draw on examples in other international contexts. Topics to be explored include: history of psychiatric care, definitions of mental health and mental illness, , impact of neoliberalism on mental health care, legislation concerning community treatment orders and involuntary treatment, deinstitutionalization, and the shift to community care,



“trans-institutionalization,” and the recovery movement. Several approaches to mental health policy including rights-based, intersectional, and Mad studies approaches are explored.

### **HLTH 5485 3.0 Public Policy and Health**

Introduces students to the history and process of public policy making and ways to evaluate them with a focus on health. Course topics include the origins of public policy making; the concept of the welfare state, its history and evolution; key concepts, modes, and instruments in the process of public policy making; and constraints on public policy analysis along with critical analyses of relevant cases from the field of health.

### **HLTH 5490 3.0 Intersectionality, Disability, and Health** (cross-listed CDIS 5095 3.0)

This course traces the profound shifts and challenges for understanding health inequities that Intersectionality theorists and practitioners from Black, Indigenous, and Feminist Studies have brought to Health Studies and Disability Studies, including new methodological and theoretical approaches to gender and gender identity, sexuality, (dis)ability, trauma, structural violence, settler colonial studies, and environmental studies.

### **HLTH 6210 3.0 Political Economy of Health Inequities**

The Political Economy of Health Inequities examines how health inequities result from public policy decisions that skew the distribution of economic and social resources among the population. Public policies are shaped by the form that the economic and political systems take in modern capitalist economies such as Canada. Canada is entrenched in the “liberal” political economy camp, associated with minimal government intervention in the operation of the marketplace. The forces that could challenge market dominance of social distribution of resources are examined as a means of moving towards more equitable distribution of resources and power and reduce health inequities and improve population health.

### **HLTH 6220 3.0 Human Rights and Health Equity**

The intersection between human rights and disability is an area of health that is expanding as globalization progresses. The purpose of this course is to view health in a human rights context from both domestic and international perspectives. The course incorporates the work of High Commissioner on Human Rights in health, the UN Special Rapporteur on Health and World Health Organization and raises concerns related to both developed and developing economies. The course will survey the relationships between human rights law and health law, as well as between law and the actual practice.

### **HLTH 6230 3.0 Health Equity Analytic Orientations**

This seminar examines key assumptions from a wide variety of theoretical frameworks and analytical approaches used for conducting health equity studies. We draw from multiple disciplines including health, policy studies, political science, sociology, anthropology, geography, philosophy, women’s, feminist and gender studies, psychology, and aging studies. We will also explore how to frame health policy and equity research questions to conduct critical policy analysis.

### **HLTH 6240 3.0: Machine Learning for Health**

This course will introduce the fundamental concepts and principles of data visualization and its application in healthcare. We will explore the history of data visualization and its current uses in healthcare: from infographics informing patients and consumers, to EHR dashboards aiding providers in decision-making, to detailed epidemiology maps driving policymaking aimed at protecting population-health. Students will learn best practices for designing and evaluating health data visualizations, and learn to think critically about literacy, ethics, and the future of the field. By the end of this course, students will be able to use online tools to create powerful visuals that tell a story and inform diverse stakeholders.

## **HLTH 6245 3.0 Perspectives on Knowledge Transfer, Evidence and Decision Making in Organizations**

The study of the use of information, knowledge, and evidence in decision making has long been an important part of organizational theory. Organizational scholars have focused on studies of decision-making for decades. This course examines various perspectives on knowledge and evidence in the context of research uptake and decision making in organizations by building on theoretical and empirical work in organizational theory, knowledge translation and implementation science.

## **HLTH 6270 3.0: Health Data Visualization**

This course will introduce the fundamental concepts and principles of machine learning and its application in healthcare. We will explore machine learning approaches, health cases in relation to machine learning, and best practices for designing, building, and evaluating machine learning applications in healthcare. Opportunities and challenges that machine learning present for health and society will be covered.

## **HLTH 6300 3.0 Political Economy of Global Health**

Analyzes the process through which global health policy is developed drawing from political economy, historical and comparative perspectives. Problematizes the concept of globalization and considers how the dynamics of the modern world system emerging from the European colonial project influences health policy and drives health inequities at national and global levels. Explores the integration of scholarship, practice, and citizen activism.

## **Past Elective Courses for the Graduate Program in Health**

*Details could be requested from the Graduate Program Office*

- HLTH 5410 3.0 Survey Design in Healthcare
- HLTH 5415 3.0 Drugs and Decisions: Decision Making and Pharmaceutical Policy
- HLTH 5420 3.0 Measuring and Improving Quality and Safety in Healthcare
- HLTH 5425 3.0 Managing E-Health
- HLTH 5430 3.0 Evaluation in Research
- HLTH 5440 3.0 Globalization, Drug Therapy & Health Equity
- HLTH 5455 3.0 Health Equity Human Resources – Working in Care
- HLTH 5460 3.0 Ideological Conflicts in Health Care: Money Versus Care, Profit Versus the Public Good
- HLTH 5465 3.0 Women and Health
- HLTH 5470 3.0 Intra-Hospital Information Systems
- HLTH 5475 3.0 Telemedicine Systems
- HLTH 5480 3.0 Public Health Policy: Canada and the Global Context
- HLTH 6260 3.0 Health Information Management and Systems
- HLTH 6290 3.0 Genetics and Public Policy, Ethics, and Law

## **Non-Health Suggested Electives**

*All courses are not offered every year.*

### **ANTH 5130 3.0 Issues in Medical Anthropology**

This course provides an intensive and critical analysis of recent work in various fields of Medical Anthropology, with particular focus on nutritional anthropology. Current themes include maternal and child health, alternate healers, advocacy action and international policy.

### **CDIS 5025 3.0 History of Health Care Ethics from Ancient Times to the Present**

This course analyzes the diversity and controversies surrounding health care ethics over more than two thousand years of debates and experiences by practitioners and lay-people. This course makes connections between past practices and present developments upon which to guide future decision-makers. (Integrated with: HLST 4020 3.0)

### **CDIS 5060 3.0 Disability in the Age of Information Technology**

This course will examine the implications of information technology for the lives, work, and identities of persons with disabilities. The course will focus on topics including discourse, ideology, and representation of information technology in society, accessibility, embodiment and computer technology, and ethics of technological change. The course will address recent examples of technology and globalization, and the introduction and implementation of technology in relationship to persons with disability, focusing on issues of the adaptation of technology and on participation in the development of new technology.

### **CDIS 5065 3.0: Health Systems, Issues and Inequities in Comparative Perspective**

This course uses a comparative political economy perspective to understand change in Canadian and global health policy issues. Students will first be introduced to health policy issues by comparing Canada's system with others. Subsequent sessions will investigate health issues including the role of international organizations, globalization and privatization, caregiving, environmental health and genetics, health reform, health care and "place", social determinants of health, role of nonprofits, and the impact of transmissible diseases. Emphasis will be placed on analyzing these issues as they impact class, race/ethnicity, and gender. (Integrated with: HLST 4110 3.0)

### **CDIS 5085 3.0: Indigeneity & Disability: Intersections of Health and Human Rights**

This course uses a human rights and social justice framework to examine the common experiences and barriers faced by indigenous peoples and people with disabilities, both in Canada and in a broader global context. Topics discussed include cultural interpretations of indigeneity and disability, the impact of laws and policies, and critical and indigenous research methods and advocacy.

### **CDIS 6130 3.0 International Development in Disability and Human Rights**

This course examines international development, human rights, and disability rights. Different cultural interpretations and experiences of the definition of disability will be considered, including a comparative examination of specific disability policies, or the absence thereof, in different parts of the developing world. Topics also include local and regional disability advocacy work; the impact of civil and imperialist conflict on people with disabilities; refugees and disability support; and the role of non-governmental organizations and the influence of international organizations such as the World Bank and the International Monetary Fund on disability rights in the developing world.

### **CDIS 6140 3.0 Health and Disability**

This course considers the theoretical distinctions between two dominant discourses: disability as an individual pathology and as a social pathology. Students will review biomedical and functional accounts of disability in comparison to social perspectives. The course will investigate the social construction of disability and illness, and the relationship between the two. Students will further investigate how systems of inequality produce illness and disablement. The conflation of disability with ill health is rooted in a narrow definition of health based on the presence of disease or infirmity, the use of medical practitioners as gatekeepers to disability benefits and an inability to acknowledge the multiple ways in which disabilities are often created by societal norms that inflexibly accommodate multiple needs. Students will develop an understanding of disability as a form of social disadvantage that is nested within larger systems of inequality.

### **DEMS 5082 3.0 Disaster and Emergency Management: Medical and Public Health Issues for Non-medical personnel**

This course addresses the common and important health issues that arise during both sudden and chronic emergencies, for victims and responders.

### **ECON 5459 3.0 Health Economics**

This course provides an economic analysis of health care services. It begins with a discussion of what makes the provision of health services different from that of most other goods and services we examine in economics.

**KAHS 6020 3.00 Multivariate Analysis and Design:**

Epidemiological and analytical methods are introduced and applied to a database. This course covers basic database design, and guidelines for confidentiality and privacy. Particular attention is paid to the principals and application of multivariate statistical methods for data analysis.

**KAHS 6010 3.00 Univariate Analysis and Design:** check website for details.

**NURS 5175 3.0 Sexual and Gender Diversity: Implications for Education, Policy, and Practice in the Health Professions**

This online course explores the health issues of lesbians, gay men, bisexuals and transgender/transsexual people and the implications of sexual and gender diversity for health professional practice in education, clinical and organizational settings in a Canadian context. This course is relevant to graduate nursing students and those across the health professions with an interest in teaching-learning, administration, leadership, and clinical practice. This course is offered as a 36-hour online equivalent.

**NURS 7030 Systematic Reviews and Meta-analysis of Healthcare Interventions**

This synchronous hybrid course will introduce students to scoping reviews, qualitative and quantitative systematic reviews, meta-synthesis, and meta-analysis. Students will have access to review materials from JBI and Cochrane including Review Manager (revman) for free.

**POLS 6175 3.0 Politics and Policies in Aging Societies**

The course analyses how Canada's aging population impacts and shapes political debates, conflicts and public policies related to two central features of the contemporary welfare state: income security and employment regulation.

## Faculty Members Eligible for Supervision

Full Name	Category	Email	Primary Supervisor (PhD)	PhD Committee Member	MRP Supervision	MRP Advisor
Ahmad, Farah*	Full Member	farahmad@yorku.ca	Yes	Yes	Yes	Yes
Appel, Lora	Full Member	Lora.Appel@yorku.ca	Yes	Yes	Yes	Yes
Armstrong, Pat	Full Member	patarmst@yorku.ca	Yes	Yes	Yes	Yes
Berthelot-Raffard, Agnes	Full Member	aberthel@yorku.ca	Yes	Yes	Yes	Yes
Chaufan, Claudia*	Full Member	cchaufan@yorku.ca	Yes	Yes	Yes	Yes
Daftary, Amrita	Full Member	adaftary@yorku.ca	Yes	Yes	Yes	Yes
Daly, Tamara J*	Full Member	dalyt@yorku.ca	Yes	Yes	Yes	Yes
Dolatabadi, Elham	Full Member	edolatab@yorku.ca	Yes	Yes	Yes	Yes
Davis Halifax, Nancy Viva	Full Member	nhalifax@yorku.ca	Yes	Yes	Yes	Yes
Dinca-Panaitescu, Serban	Full Member	serband@yorku.ca	Yes	Yes	Yes	Yes
El Morr, Christo	Full Member	elmorr@yorku.ca	Yes	Yes	Yes	Yes
Ginsburg, Liane R	Full Member	lgins@yorku.ca	Yes	Yes	Yes	Yes
Granek, Leeat	Full Member	leeatg@yorku.ca	Yes	Yes	Yes	Yes
Hillier, Sean*	Full Member	shillier@yorku.ca	Yes	Yes	Yes	Yes
Hoben, Matthias*	Full Member	mhoben@yorku.ca	Yes	Yes	Yes	Yes
Hoffman, Steven	Full Member	hoffmans@yorku.ca	Yes	Yes	Yes	Yes
Hynie, Michaela	Full Member	mhynie@yorku.ca	Yes	Yes	Yes	Yes
Khanlou, Nazilla	Full Member	nkhanlou@yorku.ca	Yes	Yes	Yes	Yes
Klassen, Thomas R	Full Member	tklassen@yorku.ca	Yes	Yes	Yes	Yes
Lum, Lillie L. Q.	Full Member	lum@yorku.ca	Yes	Yes	Yes	Yes
Mago, Vijay	Full Member	vmago@yorku.ca	Yes	Yes	Yes	Yes
McDonald, Paul W.	Full Member	paulmcd@yorku.ca	Yes	Yes	Yes	Yes
Morrow, Marina*	Full Member	mmmorrow@yorku.ca	Yes	Yes	Yes	Yes
Nielsen, Emilia	Full Member	nielsene@yorku.ca	Yes	Yes	Yes	Yes
Orbinski, James	Full Member	orbinski@yorku.ca	Yes	Yes	Yes	Yes
Pilon, Dennis M.	Full Member	dpilon@yorku.ca	Yes	Yes	Yes	Yes
Raphael, Dennis*	Full Member	draphael@yorku.ca	Yes	Yes	Yes	Yes
Schraa, Ellen G	Full Member	schraa@yorku.ca	Yes	Yes	Yes	Yes
Tsasis, Peter	Full Member	tsasis@yorku.ca	Yes	Yes	Yes	Yes
Viens, Adrian	Full Member	amviens@yorku.ca	Yes	Yes	Yes	Yes
Wiktorowicz, Mary E	Full Member	mwiktor@yorku.ca	Yes	Yes	Yes	Yes

Wong, Hannah J.	Full Member	hjjwong@yorku.ca	Yes	Yes	Yes	Yes
da Silveira Gorman, Rachel	Full Member	gorman@yorku.ca	Yes	Yes	Yes	Yes
Mule, Nick J.	Full Member	nickmule@yorku.ca	Yes	Yes	Yes	Yes
Vorstermans, Jessica	Full Member	jessvort@yorku.ca	Yes	Yes	Yes	Yes
Eyawo, Oghenowede	Associate Member	oeyawo@yorku.ca	No	Yes	Yes	Yes
Gonzalez Perez, Jose Miguel	Associate Member	migon@yorku.ca	No	Yes	Yes	Yes
Mawani, Amin	Associate Member	amawani@schulich.yorku.ca	No	Yes	Yes	Yes
Mensah, Joseph	Associate Member	jmensah@yorku.ca	No	Yes	Yes	Yes
Penney, Tarra	Associate Member	tpenney@yorku.ca	No	Yes	Yes	Yes
Saunders, Richard G	Associate Member	rsaunder@yorku.ca	No	Yes	Yes	Yes
Short, Nicola C	Associate Member	ncshort@yorku.ca	No	Yes	Yes	Yes
Struthers, C. Ward	Associate Member	struther@yorku.ca	No	Yes	Yes	Yes
Thomson, Kelly	Associate Member	thomsonk@yorku.ca	No	Yes	Yes	Yes
Waring, Duff R	Associate Member	dwaring@yorku.ca	No	Yes	Yes	Yes
Penney, Tarra	Associate Member	tpenney@yorku.ca	No	Yes	Yes	Yes
van Dreumel, Lynda	Associate Member	lyndavd@yorku.ca	No	Yes	Yes	Yes
Epstein, Iris	Associate Member	iepstein@yorku.ca	No	Yes	Yes	Yes
Poirier, Mathieu	Associate Member	matp33@yorku.ca	No	Yes	Yes	Yes
Elton-Marshall, Tara	Adjunct Member	tara.eltonmarshall@camh.ca	No	Yes	No	Yes
Guruge, Sepali	Adjunct Member	sguruge@ryerson.ca	No	Yes	No	Yes
Magnan, André	Adjunct Member	andre.magnan@uregina.ca	No	Yes	No	Yes
Othman, Nasih Fatih	Adjunct Member	nasih@yorku.ca	No	Yes	No	Yes
Pianosi, Birgit	Adjunct Member	bpianosi@huntingtonu.ca	No	Yes	No	Yes
Robertson, Lorayne	Adjunct Member	lorayne.robertson@uoit.ca	No	Yes	No	Yes
Sayani, Ambreen	Adjunct Member	ambreen.sayani@wchospital.ca	No	Yes	No	Yes
Shnier, Adrienne	Adjunct Member	adrienne.shnier@gmail.com	No	Yes	No	Yes
Williams, Charmaine C.	Adjunct Member	charmaine.williams@utoronto.ca	No	Yes	No	Yes
Wiener, Lori	Adjunct Member	wienerl@mail.nih.gov	No	Yes	No	Yes

\* Symbol refers to core faculty in Health Policy & Equity core faculty; Orange color refers to core faculty in Health Systems Management & Health Data Analytics; Some professors are core for both fields

# MASTER OF ARTS IN HEALTH

## M.A. Degree-Level Expectations

The master’s degree-level expectations and program-specific learning outcomes are provided below. The structure and requirements of Health M.A. program are intended to support the achievement of degree-level expectations and program-specific learning outcomes. M.A. degree will be awarded to students who have demonstrated the following skills and abilities:

<b>Degree Level Expectations</b>	<b>MA in Health Program Learning Outcomes</b>
<b>Depth &amp; breadth of knowledge</b>	<u>PLO MA 1:</u> Articulate a systematic understanding of leading-edge multi-disciplinary concepts, approaches, and issues in the study of health policy and equity OR health system management and health data analytics
<b>Research and scholarship</b>	<u>PLO MA 2:</u> Assess and analyze scholarly literature and information related to health issues, policies, norms, laws, organizations, services, health system decision making and the social determinants of health using analytical frameworks associated with various research methods.
<b>Level of application of knowledge</b>	<u>PLO MA 3:</u> Employ appropriate methodology and analytical frameworks to carry out research that demonstrates originality in the application of knowledge and the ability to develop and support a sustained argument
<b>Professional capacity / autonomy</b>	<p><u>PLO MA 4:</u> Demonstrate initiative, personal responsibility and accountability, the capacity for complex decision-making, and intellectual independence necessary for employment.</p> <p><u>PLO MA 5:</u> Exhibit ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;</p> <p><u>PLO MA 6:</u> Recognize the broader implications of sharing and applying knowledge to particular contexts and receiving feedback in a constructive manner.</p>
<b>Level of communication skills</b>	<u>PLO MA 7:</u> Clearly, accurately, and concisely communicate ideas, issues and research findings and justify conclusions about health research questions in oral, written, chart and diagram formats.
<b>Awareness of limits of knowledge</b>	<u>PLO MA 8:</u> Articulate awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines/perspectives.



## M.A. Program Components

The **Master of Arts in Health** has specialized study fields of Health Policy and Equity (HP&E) and Health System Management and Health Data Analytics (HM&HDA).

- **Health Policy and Equity (HP&E)** is designed to ask questions and challenge assumptions that everyone accessing health care is treated equally or has an equitable chance at good health. Equity approaches are concerned with disparities, inequalities and inequities amongst population groups and individuals that are “avoidable, unfair and unjust” (Whitehead, M 1992). The field considers the determinants of inequity such as gender, colonization, poverty, age, race/ethnicity, migration status, sexual orientation, and social exclusion. The emphasis is placed on analysis and promotion of equity in health and policy by examining how societal, economic, political, and social structures and processes influence health and policy. Attention is given to how public policy shapes the social inequalities that cause disease and/or inequities in the organization and delivery of care. We offer an environment that encourages critical inquiry and debate that aims to expose, critique, and address the societal and system forces that shape health. The interdisciplinary program is social science-oriented and draws upon various disciplines including feminist, gender and sexuality studies, policy studies, health studies, political economy, philosophy, political science, psychology, and sociology, among others. The degrees within this field incorporate an exploration of health and social justice issues at the local, national, and international levels.
- **Health System Management & Health Data Analytics (HM&HDA)** uniquely brings these two areas together to examine the nature of data and evidence, and the complexity of decision making in the health system context. The WHO defines a *health system* as all activities whose primary purpose is to promote, restore or maintain health. *Health system management* focuses on decisions pertaining to how a health system is organized, managed, and delivered. *Data Analytics* refers to integration of heterogenous sources of data, drawing inferences to enable various types of decision-making. These areas are brought together in this specialized field given the practical reality that health systems are dynamic, complex, open systems that interact with the political and social environments external to those systems. Managerial decision making in this context is therefore complex. This specialized field seeks to contribute knowledge regarding both the technological *and* the socio-political aspects of how health system decisions are made and how system change occurs (or why it sometimes fails to occur). This novel interdisciplinary approach to health sector decision making is vital for improving and sustaining rapidly evolving health systems and draws from disciplines like organizational sciences (organizational behaviour, theory, and psychology), information sciences (management, decision making, implementation), and informatics (engineering and data sciences) and includes critical sociological/political perspectives.

The MA Program has three major components: (i) **Course Work**; (ii) **Major Research Paper (MRP)**; and (iii) **MRP Final Discussion**

## Course Work

There are details provided on the foundational, field specific and elective course in the earlier parts.

- Carefully review the **Health Degree Requirement Summary Table** and the accompanying notes at the end of table on page 13 of this handbook.
- All the listed courses might not be available in any one year;
- Check the course offerings in the **Course Schedule** for your session. The latest version is also posted on the [Health graduate program website](#); and
- Students are allowed to take any HLTH courses or courses from outside the Health graduate program to meet their 1 elective course requirement. To find more graduate courses, please see the [York University Courses website](#).

The program has zero-tolerance for breaches of academic honesty (i.e. plagiarism; cheating; impersonation; improper research practices; dishonesty in publication; dissemination of information without permission; abuse of confidentiality; falsification or unauthorized modification of an academic document/record; obstruction of the academic activities of another; encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program).

Access and review available [student support and resources to succeed in academic integrity](#).

For detailed explanation for each type of offence, refer to the [Senate Policy on Academic Honesty](#). In addition, please refer to the [Faculty of Graduate Studies Procedural Guidelines on Academic Honesty](#).

Course assignments, master's Major Research Papers or doctoral dissertations that breach academic honesty will result in them receiving a grade of ZERO. In some courses this may automatically lead to a failing mark in the course.

## Major Research Paper (MRP): Proposal & Paper

The research paper tests MA students against the educational objectives of being able to form an original researchable question, and to address it through an appropriate theoretical framework, review and synthesis of the literature, analysis of primary or secondary data sources and formation of a set of conclusions. It trains students in the formulation and writing of a specific project and gives students the experience of working independently on a project under faculty supervision. Students develop a research topic given their interests in specific areas for their MRP. The **supervising committee** for a MRP comprises of two faculty members with related expertise: a supervisor and an advisor. Students first develop the MRP Proposal and once its approved by the supervising committee, they move forward with rest of their work to develop a written paper. The **MRP evaluation** is undertaken by the supervising committee through the student's written work, and an oral presentation at which the student's ability to answer questions related to the MRP are assessed. The MRP is evaluated on the extent to which the student proposes an original researchable question, and their ability to address it through an appropriate theoretical framework, review and

synthesis of the literature, analysis of primary or secondary data sources and formation of a set of conclusions. The **length of the MRP** is 50 pages (double-space) with an upper limit of no more than 65 pages, excluding title page, table of content, abstract, appendices, and references. For the timeline, please review the **MA Student Progress Flow Chart** provided earlier.

**By the end of February, all students should have located a Supervisor and Advisor and submit the [MA MRP Notification of Supervisor and Advisor Form\(.doc\)](#) to the graduate program office.**

With the committee in place the student writes the **MRP Proposal** under the supervisory committee, who have expertise in the student's chosen research topic and/or methodology. The **length of the Proposal** will vary depending upon the nature of the MRP topic and has an average of 4-6 pages up to a maximum length of 8 pages or 2000 words double-spaced.

The Proposal, in narrative form, should address at least the following **questions**:

- What is the nature and scope of the topic?
- Why is the topic worthy of consideration? Why does it matter to Health Policy and Equity (HP&E) or Health System Management & Health Data Analytics (HM&HDA) field?
- What is the current research on the topic and what insights does it offer? What are the gaps?
- What is your research question?
- How will you go about answering your question?

**Once the committee has approved the MRP Proposal, fill out the MRP Proposal Submission form, and submit with the written proposal and the email confirmation from the MRP Committee to the Graduate Program Office ([gradhlth@yorku.ca](mailto:gradhlth@yorku.ca)). The program requires the original dates of approval.**

Once the committee has approved the MRP Proposal the student begins to undertake the work and write the MRP. The MRP will have a required minimum length of 50 pages (double-spaced) and a maximum length of 65 pages (double-spaced). This length includes only the text of the MRP; the title page, table of contents, abstract, appendices, and references are additional. For people with visual impairments, larger fonts can be in which case the length of their Proposal and Research Paper will vary with the font size; however, the length will be the proportionate to that required for other students.

**To assist in the writing of MRPs, please see [MRP guidelines document](#) on the graduate program website.**

The **Supervisor** is a Full or Associate Member in the Health graduate program and appointed to the Faculty of Graduate Studies (FGS). A complete list of faculty members eligible for supervision is provided on the [program site](#). The **Advisor** can be any member of the Health program faculty (including adjunct).

Only on rare occasions when no suitable faculty member from that list can be secured, an Advisor from outside the program will be considered. This is at the discretion of the Graduate Program Director. The person must be appointable by FGS.

A **complete FGS Faculty Member listing** is posted [here](#).

## MRP Final Discussion

Once the Supervisor and Advisor have read and approved the MRP, a final discussion with the student about the MRP will be scheduled by the **Supervisor**. Students who are preparing for their final discussion will submit an electronic copy of the final draft of their MRP to their supervisory committee **at least 1 week** before the final discussion.

**The MRP Supervisor notifies the Graduate Program Office that the student is ready to proceed to MRP discussion and provides a date and time for scheduling. All MRP Final Discussions must take place on campus or be virtually hosted by York University.**

The final discussion meeting provides an opportunity for discussion and evaluation about the genesis of the MRP, its development, conclusions, and effects. The total length of the MRP final discussion may be approximately an hour. At the beginning of this meeting, the student gives a **15-minute presentation** summarizing their MRP. This is followed by comments and questions from the committee **in the order of Advisor and Supervisor**. The student is asked to leave the room while the committee consults on the final discussion. The student is then invited back in to hear the committee's comments and congratulations.

Students should **expect minor changes** to be requested at the final discussion meeting. Revisions are to be completed within 5 business days of the meeting.

The MRP will be given a final grade of **Pass** or **Fail** at the meeting. If revisions to the MRP are required, the final grade will be submitted by the **Supervisor** to the Graduate Program Office only after the revisions are approved.

### Submission of a Final Electronic Copy

Upon completion of the MRP and all revisions required by the **Supervisor and Advisor (and the Reader if applicable)**, the student provides **an electronic file of the final MRP to the graduate program office by email**.

**The program has zero-tolerance for breaches of academic honesty.**

## M.A. Program Length, Time Limits & Progress Report

All master's programs must specify a program length in terms, which is normally the shortest period a student must be registered in a program to qualify for the degree, and which normally predetermines the minimum total academic fees that a student must pay prior to graduation. Master's students in Health must register and pay fees for a minimum of the equivalent of three terms of full-time registration.

M.A. in Health is a **1-year full-time** or **2-year part-time** program of advanced graduate study. The admission process is competitive and spots for part-time studies are generally limited. The confirmed funding on admission is available only to full-time students.

**Full-time** students are expected to maintain continuous registration throughout the course of study at the full-time status for **a minimum of 3 consecutive terms**. Their status would be automatically switched to part-time as of the 4<sup>th</sup> term and remain as part-time until program completion (within time limit).

### Time Limits

In accordance with Faculty of Graduate Studies Registration Policies, all requirements for a master's degree must be fulfilled within **12 terms (4 years) of registration** (including the requirement of continuous registration) as a full-time or part-time master's student. The Terms in which students are registered as Leave of Absence (elective or exceptional circumstances), Maternity Leave, Parental Leave, or No Course Available are not included in these time limits.

### Annual Progress Reports

As M.A. in Health graduate program is one-year long, annual progress report is generally not required. In case of a student's delayed progress, the Graduate Program Director encourages/approaches the student and/or supervisory committee to discuss the matter for possible resolution.

# DOCTOR OF PHILOSOPHY IN HEALTH

## Ph.D. Degree-Level Expectations

The doctoral degree-level expectations and program-specific learning outcomes are provided below. The structure and requirements of Health Ph.D. program are intended to support the achievement of degree-level expectations and program-specific learning outcomes. The Ph.D. degree extends the skills associated with the Master's degree and will be awarded to students who have demonstrated the following skills and abilities:

<b>Degree Level Expectations</b>	<b>PhD in Health Program Learning Outcomes</b>
<b>Depth &amp; breadth of knowledge</b>	<u>PLO PhD 1</u> : Articulate a thorough understanding of a substantial body of multi-disciplinary concepts, approaches, and issues at the leading edge of the field to inform the study of health policy and equity OR health system management and health data analytics.
<b>Research and scholarship</b>	<u>PLO PhD 2</u> : Select from and apply multi-disciplinary concepts and approaches that inform the research process in a way that confirms, refines, or extends knowledge in the field of health policy and equity OR health system management and health data analytics.
<b>Level of application of knowledge</b>	<u>PLO PhD 3</u> : Navigate theoretical, practical, and ethical challenges while conceptualizing and conducting original scholarly investigation to generate new knowledge of suitable quality for peer review and that merits presentation / publication.
<b>Professional capacity / autonomy</b>	<p><u>PLO PhD 4</u>: Demonstrate autonomous initiative in complex situations, intellectual independence, and engagement with the field, ethical behaviour and academic integrity necessary for employment.</p> <p><u>PLO PhD 5</u>: Provide, receive, and act on constructive peer review to enhance the quality of one's peer's and one's own academic work.</p> <p><u>PLO PhD 6</u>: Evaluate the broader implications of sharing and applying knowledge in and to contexts.</p>
<b>Level of communication skills</b>	<u>PLO PhD 7</u> : Clearly, accurately, and concisely communicate complex ideas, arguments, and research findings and justify conclusions about health research questions in oral, written, chart and diagram formats.
<b>Awareness of limits of knowledge</b>	<u>PLO PhD 8</u> : Recognize the limitations of one's own work, training, and discipline, as well as the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines/perspectives.

# PhD Program Components

The **Doctor of Philosophy in Health** has specialized study fields of Health Policy and Equity (HP&E) and Health System Management and Health Data Analytics (HM&HDA).

- **Health Policy and Equity (HP&E)** is designed to ask questions and challenge assumptions that everyone accessing health care is treated equally or has an equitable chance at good health. Equity approaches are concerned with disparities, inequalities and inequities amongst population groups and individuals that are “avoidable, unfair and unjust” (Whitehead, M 1992). The field considers the determinants of inequity such as gender, colonization, poverty, age, race/ethnicity, migration status, sexual orientation, and social exclusion. The emphasis is placed on analysis and promotion of equity in health and policy by examining how societal, economic, political, and social structures and processes influence health and policy. Attention is given to how public policy shapes the social inequalities that cause disease and/or inequities in the organization and delivery of care. We offer an environment that encourages critical inquiry and debate that aims to expose, critique, and address the societal and system forces that shape health. The interdisciplinary program is social science-oriented and draws upon various disciplines including feminist, gender and sexuality studies, policy studies, health studies, political economy, philosophy, political science, psychology, and sociology, among others. The degrees within this field incorporate an exploration of health and social justice issues at the local, national, and international levels.
- **Health System Management & Health Data Analytics (HM&HDA)** uniquely brings these two areas together to examine the nature of data and evidence, and the complexity of decision making in the health system context. The WHO defines a *health system* as all activities whose primary purpose is to promote, restore or maintain health. *Health system management* focuses on decisions pertaining to how a health system is organized, managed, and delivered. *Data Analytics* refers to integration of heterogeneous sources of data, drawing inferences to enable various types of decision-making. These areas are brought together in this specialized field given the practical reality that health systems are dynamic, complex, open systems that interact with the political and social environments external to those systems. Managerial decision making in this context is therefore complex. This specialized field seeks to contribute knowledge regarding both the technological *and* the socio-political aspects of how health system decisions are made and how system change occurs (or why it sometimes fails to occur). This novel interdisciplinary approach to health sector decision making is vital for improving and sustaining rapidly evolving health systems and draws from disciplines like organizational sciences (organizational behaviour, theory, and psychology), information sciences (management, decision making, implementation), and informatics (engineering and data sciences) and includes critical sociological/political perspectives.

The PhD Program has three major components: (i) **Course Work**; (ii) **Comprehensive Papers & Qualifying Exam**; and (iii) **Dissertation & Defence**

## Course Work

There are details provided on the *foundational*, *field specific* and *elective* course in the earlier parts.

- Carefully review the **Health Degree Requirement Summary Table** and the



- accompanying notes at the end of table;
- All the listed courses might not be available in any one year;
- Check the course offerings in the **Course Schedule** for your session. The latest version is also posted on the [Health graduate program website](#); and
- Students are allowed to take any HLTH courses or courses from outside the Health graduate program to meet their elective course requirement. To find more graduate courses, please see the [York University Courses website](#).

The program has zero-tolerance for breaches of academic honesty (i.e. plagiarism; cheating; impersonation; improper research practices; dishonesty in publication; dissemination of information without permission; abuse of confidentiality; falsification or unauthorized modification of an academic document/record; obstruction of the academic activities of another; encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program).

Access and review available [student support and resources to succeed in academic integrity](#).

For detailed explanation for each type of offence, refer to the [Senate Policy on Academic Honesty](#). In addition, please refer to the [Faculty of Graduate Studies Procedural Guidelines on Academic Honesty](#).

Course assignments, Comprehensive Papers or doctoral dissertations that breach academic honesty will result in them receiving a grade of ZERO. In some courses this may automatically lead to a failing mark in the course.

## Comprehensive Papers & Examination

Doctoral students in the Graduate Program in Health (HLTH) must complete comprehensive examination requirements prior to commencing their proposal and dissertation in the field of Health Policy and Equity (HP&E) or Health System Management and Health Data Analytics (HSM&HDA). Students, within each field, are to successfully complete **two Comprehensive Papers** and defend them in an oral examination to demonstrate their readiness to undertake independent dissertation research in the doctoral program per the Program Learning Outcomes outlined below.

- i. Depth & breadth of knowledge: Articulate a thorough understanding of theoretical frameworks, debates, key concepts, ideas, empirical research findings and gaps in the topics of interest within the field of health policy and equity OR health system management and health data analytics.
- ii. Research and scholarship: Select from and apply theoretical frameworks and concepts to inform the critical review of related literature in the field of health policy and equity OR health system management and health data analytics.
- iii. Professional capacity/autonomy: Demonstrate autonomous initiative and intellectual independence; Receive and act on constructive feedback on one's own academic work;
- iv. Level of communication skills: Clearly, accurately, and concisely communicate complex ideas, arguments, theoretical frameworks, debates, and critical review of literature in oral, written, chart and diagram formats within field of health policy and equity OR health system management and health data analytics.
- v. Awareness of limits of knowledge: Recognize the limitations of one's own work, training, and discipline, as well as the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines/perspectives.

## 1) Format and Structure:

The Graduate Program in Health defines health broadly as mental, physical, and social well-being. The comprehensive examination requires the doctoral students to engage in written and oral academic inquiry on a topic or problem of interest that extends the bounds of coursework and moves toward the conceptual work of the dissertation. PhD students in HLTH are required to complete two Comprehensive Papers under the **supervision of two faculty members** (Comprehensive Supervisory Committee) appointed to the Graduate Program in Health, each of them supervising one comprehensive paper and advising on the other one. Each of the Comprehensive Papers and its oral examination will have an equal weighting, and a single integrated outcome will be assessed.

**Stage 1 (written stage):** The student's successful completion of the written papers and approval by supervisors to move to the oral examination (as per Program Learning Outcome);

**Stage 2 (oral stage):** An oral examination that allows for presentation of the papers, and questions, reflections and clarifications as needed to evaluate the student's competence (as per Program Learning Outcomes).

Each comprehensive paper is in essay format and informed by comprehensive and critical reviews of literature conducted by the student. The students are asked to propose questions for each paper using the following **overarching framework**:

**Comprehensive Paper 1:** What are the salient theoretical frameworks and debates in (a) health policy and equity or (b) health system management and health data analytics to examine your topic of interest?

**Comprehensive Paper 2:** What are the key concepts, ideas, empirical research findings (qualitative and quantitative) and gaps as they relate to the topic of your interest? In this paper, an appendix must be included that explores various methods that you could use to address research questions in this specific area, examines the debates around these methods and then justifies your choice of the methods ultimately chosen.

For each of the comprehensive papers, students are asked to prepare an outline of the paper (abstract of 500 words) and a preliminary reading list. The students accomplish this by seeking advice from their respective faculty supervisors. The **Abstract and Reading List** for each of the comprehensive paper are approved by the supervisors and the dates for the submission of written papers (stage 1) and for the oral examination (stage 2) are set. These documents (i.e., approved Abstract and Reading List) and the **scheduled dates** are submitted to the Graduate Program Office for GPD approval with the Notification of Comprehensive Paper Supervisors and Timeline Form. The student then begins an **independent review** of literature to complete the two papers. Each of the comprehensive papers are essays of **20-25 pages** (double spaced) exclusive of a table of contents, abstract, and references. Comprehensive Paper 2 must also include an appendix of an additional 5-10 pages (double spaced). We strongly recommend that students complete the comprehensive papers sequentially (rather than concurrently).

## 2) Timing and Scheduling:

Doctoral students in HLTH first complete their required course work, normally by end of term 2 or 3. They initiate their work for the comprehensive examination by securing their comprehensive supervisors; identifying their topic of interest; preparing a plan to answer the proposed questions; developing a reading list; and submitting the Abstract and Reading List, approved by the comprehensive supervisors, to the Graduate Program Office for approval, normally in term 4. Once these papers are prepared by a student, the oral examination on these papers will take place by term six, excluding exceptional circumstances. In other words, students complete both papers in **about 8 months**.

Scheduling of the oral examination is set by the student and supervisors in consultation with the Graduate Program Office. Scheduling information will ordinarily be provided to students and participating faculty no less than 20 business days in advance of the oral exam. If an examination must be rescheduled, students and all faculty members involved will normally be informed no later than 5 business days prior to the examination date.

Students are encouraged to begin planning and preparing for their comprehensive requirements well before HLTH deadlines.

HLTH is committed to equity, diversity and inclusion for student access and accommodations. Students requiring accommodations to fulfill comprehensive requirements are urged to have a discussion with the Graduate Program Director and/or their comprehensive supervisors once they are secured. In addition, the student accessibility services office at the university may be consulted.

### **3) Evaluation & Outcomes:**

The Comprehensive Examination Committee includes two supervisors who are responsible for evaluating the student. The comprehensive examination is composed of two parts: written (stage 1) and oral (stage 2). The oral comprehensive examination will preliminarily be scheduled when the supervisors approve the abstracts and reading lists. The date will be confirmed to proceed when the supervisors approve both written components.

**At stage 1**, the written essays will be evaluated by the supervisors for student's competence per specified Program Learning Outcomes in the chosen field with following possible outcome:

- proceeding with the scheduled oral examination; or
- a single set of revisions to incorporate provided feedback, normally completed over one month's time.

Upon re-submission, if the papers do not meet the Program Learning Outcomes, the supervisors will inform the Graduate Program Director, and this will result in student's withdrawal from the program. In case of no re-submission of the revised papers within one month, the supervisors will inform the Graduate Program Director, and this will result in student's withdrawal from the program for lack of meeting the academic program milestones. On evaluation report for stage 1 will be submitted by the comprehensive supervisors using Stage 1 FORM to the Graduate Program Office, for the program's record.

**At stage 2**, the Oral Examination will take place to assess the content of the papers and the oral examination. This closed exam is approximately two hours long and scheduled when the abstract and reading lists are approved and confirmed to proceed when the faculty supervisors have approved the written papers. Prior to scheduling the oral exam, the student will send copies of their approved papers to the Graduate Program Director. At the oral examination, the student is to first present a 10–15-minute overview of Comprehensive Paper 1 that is followed by a round of questions by the examination committee. The examination of Comprehensive paper 2 then follows the same process. Students are required to show competence in their chosen fields in relation to the questions posed for each paper, to demonstrate competence with the Program Learning Outcomes specified above.

The oral exam will be chaired by the GPD or representative (non-voting). The comprehensive requirement is assessed by the supervisors using one of the following categories:

- pass;
- pass with specified revision(s);
- pass with major revision(s); or
- fail

If there is a split vote in the oral exam, the Graduate Program Director or designate will confer with faculty supervisors and cast the deciding vote. The signed Stage 2 FORM will

be submitted to the Graduate Program Office by the exam chair. "Specified revisions" normally refers to correction of typos and/or minor clarifications. "Major revisions" normally refers to the areas of comprehensive paper(s) where competence during the oral exam was not exhibited. Students who receive a rating of "pass with specified revisions" must fulfill all the conditions satisfactorily within 1 week of the exam date. Students who receive a rating of "pass with major revisions" must satisfactorily incorporate clearly laid out revisions within 1 month of the exam date. The revised written document(s) need final approval by the respective comprehensive supervisor(s) and advisor(s), who notify the Graduate Program Office. A rating of "fail" in oral examination will result in the student's withdrawal from the program.

Successful completion of the oral exam qualifies students to begin their dissertation. Upon successful completion of the oral comprehensive examination, the student will submit final e-copies of both comprehensive papers to the Graduate Program Office, for the program's record.

### **Comprehensive Supervisory Committee Approval**

All faculty appointed for graduate supervision in the Health graduate program is eligible to supervise Comprehensive Papers.

(**Note:** For doctoral dissertations, all faculty in the program can serve on supervisory and examining committees. For dissertation supervision, please refer to the List of Supervisory Eligibility.)

## **Dissertation Stages**

After completion of the comprehensive papers & discussion students will focus on the dissertation, that should make an original contribution to scholarship in the student's field. The [dissertation process](#) has several components:

**Stage 1: Establishment & Approval of a Dissertation Committee** – A Supervisory Committee consists of **three faculty members** – a Principal Supervisor and two supervisory committee members – at least two of whom will be members of the Graduate Program in Health. It can build upon, or differ from, the comprehensive exam committee. Students should submit the FGS Supervisory Committee Approval form between the 5<sup>th</sup> and 7<sup>th</sup> term of study (between the 10<sup>th</sup> and 11<sup>th</sup> term if taking the Program part-time), or earlier if possible.

**Stage 2: Familiarization with Graduate Supervision Guidelines** - We encourage faculty and students to familiarize themselves with the [graduate supervision guidelines](#). Guidelines encourage a positive, respectful, professional, and productive working relationships between the Graduate Supervisor and graduate students. In a collaborative process, an initial meeting should be set between supervisor and student to establish expectation and responsibilities for both parties.

**Stage 3: Preparation of a Dissertation Proposal** - The Dissertation Proposal consists of **3500 words maximum** and should follow appropriate research ethics standards. **The completed proposal and research ethics documents are submitted to the Graduate Program Office.** Students must complete the approval of both the proposal and Research Ethics package before **Term 9**. Only upon receipt of an approved notice from Research Ethics can the student proceed with data collection.

**Stage 4: Writing of a Dissertation** – The Dissertation should be acceptable to the Supervisory Committee and formally approved as examinable by the members of that committee prior to its defense.

**Stage 5: Scheduling the Oral Examination** – The oral examination is scheduled at least 3 months before an intended date of defense **by the Graduate Program Office**. The Principal supervisor must inform the GPA when a dissertation is deemed defensible.

**Stage 6: Distributing e-copies of dissertation** - The student is responsible to provide e-copies of the thesis to all dissertation members to read, with exception of the external examiner, who will be provided a copy by the Supervisor or Graduate Program Assistant.

**Stage 7: Completion of an Oral Defense** - The successful completion of an Oral defense is centered on the dissertation and related matters. It is presided over by an Examining Committee at York University. The Examining Committee will be recommended by the Graduate Program Director for approval and appointment by the Faculty of Graduate Studies.

**Stage 8: Post-defense items** - revisions, formatting, working with the Faculty of Graduate Studies to upload the final dissertation to the Electronic Thesis Database

More in **PhD Comprehensive Exam & Dissertation Guidelines**

# Ph.D. Program Length, Time Limits & Progress Report

All doctoral programs must specify a program length in terms, which is the period (in terms) that is normally required for a student to complete a program. Ph.D. students in Health must register and pay fees for a minimum of the equivalent of six terms of full-time registration.

**Ph.D. in Health is a 4-year full-time or 6-year part-time program of advanced graduate study. The admission process is competitive and spots for part-time studies are generally limited. The confirmed funding on admission is available only to full-time students.**

**All students are required to maintain continuous registration upon admission as well as throughout the course of study. Students pay fees for a minimum of the equivalent of six terms of full-time registration.**

## Time Limits

All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with [Faculty of Graduate Studies Registration Policies](#), including the requirement of continuous registration. Terms that students register as Leave of Absence, Family Leave, or No Course Available are not included in these time limits.

## PhD Progress Reports (annual)

Students are required to submit an annual Progress Report to the Critical Disability Studies graduate office **before May 31<sup>st</sup> of each year** (or the following business day if May 31<sup>st</sup> falls on a weekend or public holiday) in accordance with program requirements and Faculty of Graduate Studies procedures. Once established, a dissertation supervisory committee shall meet annually with the student, normally in the Spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the graduate program director after the meeting.

**Reports to the graduate program director of unsatisfactory progress require a discussion for support. The goal is to devise a plan to support and avoid a student withdrawal from a program of studies or withdraw from the graduate program, in which the student is enrolled.**

# Establishing a Dissertation Supervisory Committee

Students in PhD program should make themselves aware of when and how to establish their Dissertation Supervisory Committee in terms of composition, approval process, and eligible faculty in Health graduate program.

## Composition

A dissertation supervisory committee will consist of a minimum of three members from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the student is enrolled.

- The **Principal Supervisor** must be a **Full Member** of the Health graduate program. The **exceptions** to this are:
  1. An Associate Member of the graduate program may serve as a Co-Supervisor on the condition that the other Co-Supervisor is a Full Member of the graduate program.
  2. Should program need arise, Members Emeriti may be eligible to act as Principal Supervisor of doctoral dissertations, on the condition that another member of the supervisory committee would be willing and able to act as Principal Supervisor should the need arise, and subject to the approval of the Dean of the Faculty of Graduate Studies.
- The **1<sup>st</sup> supervisory committee member** must be appointed to the Health graduate program. All faculty in the program are eligible to take on this role in the specified Health field.
- The eligibility of the **2<sup>nd</sup> supervisory committee member** can be the same as the 1<sup>st</sup> supervisory committee member from HP&E OR HSM&HAD field. Alternatively, with permission of the supervisor and GPD, s/he/they can be appointed to other graduate programs at York University. In exceptional circumstances and with prior approval of the Dean, s/he/they may be appointed who is not a member of the Faculty of Graduate Studies at York University (for example, accomplished faculty members from other universities).

In other words, all faculty in the Health graduate program can serve on the dissertation supervisory committee and the examining committees for doctoral dissertation. However, not all of them are eligible to be a Principal Supervisor (see Faculty Members Eligible for Supervision provided in earlier section).

## Approval Timeline

For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements.

The minimum Faculty of Graduate Studies requirements are as follows:

- A **principal supervisor** must be recommended by the Graduate Program Director for approval by the Dean of Graduate Studies **no later than the end of the 5<sup>th</sup> term** of study (10<sup>th</sup> term for part-time students). Unless a principal supervisor has been approved, students will **not be able to register in the 7<sup>th</sup> term** of study (11<sup>th</sup> term for part-time students)

- A **dissertation supervisory committee** must be recommended by the Graduate Program Director for approval by the Dean of Graduate Studies **no later than the end of the 8<sup>th</sup> term** of study (11<sup>th</sup> term for part-time students). Unless a supervisory committee has been approved, students will **not be able to register in the 10<sup>th</sup> term** of study (12<sup>th</sup> term for part-time students).

For the graduate program to meet the above stated deadlines, students are required to submit a [Supervisor & Supervisory Committee Approval form](#) to the Health graduate program office no later than **two weeks prior** to the FGS deadlines.

## Graduate Supervision Guidelines and Roles

Graduate supervision serves an important role in training promising scholars. Positive, respectful, professional, and productive working relationships are paramount to the success of graduate students and their advisors/supervisors. These guidelines are designed to support an environment in which such a professional working relationship can flourish.

Students and supervisors are strongly encouraged to review and discuss the "[Discussion Topics to Inform Productive Supervisory Relationships Guidelines for Advisors/Supervisors and Graduate Students](#)" document, as a way of clarifying mutual expectations and setting the foundation for a productive supervisory relationship.

Review the [Supervision Guidelines for Supervisors and Graduate Students](#) to understand how to relationship unfolds and access Conflict Resolution policies, if required.

**The Graduate Program Office (GPO) has specific roles** in supporting graduate student supervision is a very important one. The GPO is responsible for setting program expectations, ensuring that graduate students have a clear sense of understanding of how to successfully fulfill their degree requirements in a timely manner, and assist in resolving difficulties.

Programs differ greatly across Faculties and disciplines and therefore operate in different ways. The GPO role in supervision may include:

- assisting students in confirming a supervisor;
- reviewing the student's progress from time to time and reminding students of important deadlines;
- reviewing and approving supervisory committee composition;
- reviewing and filing annual progress reports, with input from both supervisors and students;
- reviewing, approving, and scheduling oral defences;
- assisting and supporting students with personal difficulties impacting their progress; and
- participating in the resolution of any supervisor-student conflicts.

A **dissertation supervisor** (Chair of the supervisory committee) shall:

- be reasonably accessible to the student normally meeting once a month and never less than once each term.
- ensure that a copy of the student's dissertation has been sent by the student to all the dissertation examining committee except the external committee members, as far as possible in advance of the date of the student's oral examination but no later than 4 weeks prior to the date set.

A dissertation supervisory committee shall:



- review the student’s research proposal and recommend its approval to the Graduate Program Director and the Dean not less than six months prior to the date set for the oral;
- review the student’s progress normally each month and never less than once each term. (Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled);
- meet annually with the student, normally in the Spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Office after the meeting; and,
- read the dissertation and make a recommendation to the Graduate Program Director regarding oral defence.

## Dissertation Proposal

Students must provide each member of the Committee with a copy of the complete proposal package and submits a final copy to the Graduate Program Office. Once the GPD signs off, the Graduate Office submits to FGS/Research Ethics for review, which can take up to three months for review. Faculty members and students can refer to the FGS ***Proposal and Ethics Review process*** to understand their roles.

## Research Ethics

After the oral examination of the dissertation proposal, the student submits a complete package to the Graduate Program Office for ethics clearance. ***For Forms, refer to the Research Ethics section in the guidelines area of the Current Students webpage.***

For students, whose research does not include human participants the package consists of:

- a. FGS Thesis/Dissertation Proposal Submission Form (TD1)
- b. an approved copy of the dissertation proposal
- c. CORE-22 Research Ethics tutorial certificate

For dissertation research involving human participants that is **unfunded and minimum risk**, students submit:

- a. CORE-22 Research Ethics tutorial certificate
- b. One copy of the dissertation proposal, along with an original copy of the FGS Thesis/Dissertation Proposal Submission Form (TD1)
- c. One original and one photocopy of a completed York University Graduate Student Human Participants Research Protocol Form (TD2)
- d. One original and one photocopy of the Written Informed Consent Document **or** the Script for the Verbal Informed Consent Statement; and
- e. One original copy of the completed Informed Consent Document Checklist for Researchers (TD3).

Students whose research involves human participants that is funded OR not minimum risk submit:

- a. CORE-22 Research Ethics tutorial certificate
- b. an approved copy of the proposal along with an original copy of the FGS Thesis/Dissertation Proposal Submission Form (TD1);
- c. One original and one photocopy of a completed York University Graduate Student Human Participants Research Protocol Form (TD2)
- d. One original and one photocopy of the Written Informed Consent Document **or** the Script for the Verbal Informed Consent Statement; and
- e. One original copy of the completed Informed Consent Document Checklist for Researchers (TD3).

If the student’s doctoral research relates to research being conducted by a faculty member they

will also submit:

- a. One original Statement of Relationship between Proposal and Existing Approved Research/Facilities (TD4)

**Data collection can only occur when Research Ethics sends an approval document. Students are to remain actively registered when conducting interviews, focus groups, surveys, fieldwork, etc.**

## **Academic Milestone/Timeline of Proposal**

As of Fall 2023, all incoming doctoral students must complete a dissertation proposal and have research ethics approval **by Term 9**. Failure to do so will result in an advising block placed on the student's registration account.

Doctoral students with disabilities are to be mindful that they must complete and have an approved dissertation proposal by Term 9 (end of Year 3). If the academic milestones are not completed, an advising block is placed to necessitate a meeting with the supervisor and Graduate Program Director and student. Academic accommodations may adjust the expected rate of progress for some students with disabilities, however **all doctoral students** are expected to meet this dissertation proposal timeline.

## **Dissertation Writing**

Doctoral dissertations shall be on a topic approved by the student's supervisor and supervisory committee and shall include submission and approval of a dissertation proposal, including appropriate ethics review and approval, in accordance with Faculty and graduate program requirements and procedures.

The doctoral dissertation must embody original work and must constitute a significant contribution to knowledge. By submitting a thesis or dissertation, a student is making the representation that it is entirely their own work and that it has been done while they were a graduate student at York University. It should contain evidence of critical understanding of the relevant literature. The material embodied in the dissertation should merit publication.

The general form and style of dissertation and doctoral candidates are to refer to the [style, organization and technical requirements](#) listed at the Faculty of Graduate Studies. This means that if a thesis contains separate manuscripts (i.e., manuscript-based thesis), there needs also to be introductory and concluding chapters that explain how these separate manuscripts fit together into a unified body of research. If previously published materials are included, it should be made clear what exactly is the student's own work and what the contribution of other researchers is.

# Dissertation Exam Committee

Prior to the establishment of a doctoral dissertation exam committee, the student's supervisory committee must read the dissertation and agree that the version read is ready to proceed to oral examination and **notify the Graduate Program Assistant**. The student must be registered as active for the term in which the oral exam is scheduled to take place.

Following agreement by the supervisory committee that the dissertation is ready to proceed to oral examination, recommendation for membership of a doctoral dissertation exam committee (as well as the date and location of the oral exam) is **formally initiated by the graduate program office** via submission of a [Recommendation for Oral Examination Form](#), at least three months prior to the date.

Final approval of doctoral dissertation exam committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

A dissertation examining committee shall consist of **at least five voting members**, including the Chair, as follows:

- a. The Dean of the Faculty of Graduate Studies or her/his representative, who will be at arm's length from the supervision of the dissertation, and who will serve as Chair of the examining committee;
- b. One external examiner, from outside York University, at arm's length from the dissertation, recommended by the graduate program director;
- c. One graduate faculty member from York at arm's length from the dissertation, and normally from outside the program, recommended by the graduate program director;
- d. The three members of the supervisory committee

These are minimum requirements with respect to the composition of and quorum for dissertation examining committees. Individual graduate programs may include one additional voting member on examining committees, in accordance with program requirements and procedures.

In addition to the voting members, the thesis examining committee may include the following ex-officio members (non-voting, unless present as one of the voting members named above): Vice-President Academic & Provost, Dean of the Faculty of Graduate Studies or his/her representative, Graduate Program Director.

The membership of each committee must be recommended by the appropriate graduate program director for approval and appointment by the Dean of Graduate Studies as soon as possible and no later than four weeks before the date set for the oral examination. In exceptional circumstances, the Dean may approve a program director's recommendation that a York University faculty member who is not a member of the graduate faculty serve as a member (but not the Chair) of an examining committee.

In consultation with the student and the members of the exam committee, the graduate program director will recommend the date, time, and location of an oral exam. Members of the examining committee are normally expected to attend the oral examination in-person, except where decanal permission for the use of alternative technologies such as video- or teleconferencing has been granted.

# Dissertation Defence

## Conduct of the Oral Examination

1. Before an oral defence exam can be convened, a majority of the examining committee members must agree that the dissertation is examinable. The graduate program director shall poll the members of that committee **one week before** the scheduled date for the oral. If the student does not receive a majority vote, the members of the examining committee who do not agree that the dissertation is examinable are required to give their reasons in writing to the student, the supervisor, and the Dean within one week after the poll. In such cases, the oral shall be postponed for a period not to exceed 12 months. However, the student has the right to insist that the oral proceed as planned.
2. The oral examination will focus on the dissertation.
3. The Chair of the exam committee normally participates fully in questioning of the candidate, the discussion, and the vote. In general, the role of the Chair of the exam committee is to ensure:
  - that the process of oral exam is fair and orderly,
  - that the student is truly being examined and challenged, and
  - that high standards of scholarship are met.
  - Details of the Chair roles during the defense, see [here](#):
4. At the oral exam, the student may be given the opportunity to present an oral summary of his or her work. If this procedure is followed, the Chair of the exam committee will inform the student and indicate the time available.
  - Normally, the first round of questions will refer to general aspects of the work. Subsequent questions will deal with more detailed matters. For all doctoral dissertation oral exams and for those master's programs that require an external or outside examiner, the external examiner will normally begin each round of questioning and will be followed by the other members of the committee in an order agreed upon before the exam.
  - The Chair of the exam committee will ensure that each member of the exam committee has an equal opportunity to pose questions. After the formal rounds of questioning, general discussion and order of further questioning will be at the Chair's discretion.
  - The question period should normally run its natural course, with members of the exam committee indicating when they are satisfied. The Chair of the exam committee will, however use his/her discretion as to the appropriate closing point
5. The oral examination is a public academic event. Faculty members, graduate students and others may attend oral examinations at the discretion of the Chair of the examining committee. They attendees will not participate in the questioning. Only members of the examining committee will be present for the evaluation and for the vote at the conclusion of an oral examination.
6. The dissertation oral examination requirement is met if one of the following situations exists:
  - a) if the committee accepts the dissertation with no revisions; or,
  - b) if the committee accepts the dissertation with specified revisions.
7. **Specified revisions** could range from typographical errors or changes of a minor editorial nature, to specified insertions or deletions which do not radically modify the development/argument of the dissertation. The committee must specify such changes with precision. It is the responsibility of the supervisor to ensure that all such changes are made, and the Dean's representative will confirm that this is the case. Specified

revisions must be completed within six months of the date of the oral examination.

8. In cases where there are no more than two votes for major revision or one vote for failure, then specified revisions are expected.
9. A dissertation is referred for **major revision** if any of the following conditions exist:
  - a) the committee agrees that the dissertation requires substantive changes to be acceptable; or,
  - b) there are two votes for failure; or,
  - c) there is one vote for failure **plus** a minimum of one vote for major revision: or,
  - d) there are at least three votes for major revision.
10. In the cases of major revision, one of the following procedures, agreed upon by the committee before the examination is adjourned, must be used to finalize the oral results:
  - a) the committee will reconvene within twelve months to continue the oral examination; or,
  - b) the revised dissertation will be circulated within twelve months to all members, who will inform the Dean's representative whether they feel the stipulated requirements have been met.
11. Detailed reasons for referring pending major revisions must be supplied in writing by the Chair to the Dean, the program director and the student concerned within two weeks.
12. After an adjournment and when the major revisions have been completed, the dissertation is failed if there are two or more votes for failure. A dissertation cannot be referred for major revisions more than once and no further adjournment is permitted. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and student within two weeks.
13. A dissertation is **failed** if there are a minimum of three votes for failure. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and student within two weeks.

Decisions of the thesis examining committee are communicated to the Faculty of Graduate Studies, usually in the form of an oral examination report containing appropriate signatures, through the **Graduate Program Office**, on or before the deadline specified for those students expecting to be awarded degrees at Convocation. The student has additional items to complete *after* the oral examination and before the Graduate Program Assistant can complete a final degree audit for the purposes of Convocation.

# Manuscript-based Dissertation

The manuscript-based dissertation is an alternative to the traditional doctoral dissertation, with many strengths: doctoral students are encouraged to, and often do, disseminate their research as conference presentations or manuscripts in journals, so completing a manuscript-based dissertation allows them to network early in their careers, gain publishing experience, and disseminate their research sooner than they otherwise would - especially important in fields as dynamic as Health Policy and Equity Or Health System Management & Health Data Analytics – while working towards their degree.

Faculty of Graduate Studies regulations on manuscript-based dissertations  
In the “Thesis, Dissertations & Supervision Guidelines,” the Faculty of Graduate Studies at York states the following about manuscript-based dissertations: The general form and style of a thesis/dissertation may differ from program to program, but a thesis/dissertation should be a coherent work. This means that if a thesis/dissertation contains separate manuscripts, there needs also to be introductory and concluding chapters that explain how these separate manuscripts fit together into a unified body of research. If previously published materials are included, then it should be made clear what exactly is the student’s own work and what is the contribution of other researchers, as outlined above under Originality of a Thesis/Dissertation.

## Components of a manuscript-based dissertation

As with traditional dissertations, manuscript-based dissertations form a cohesive and unified narrative on a specific research area. They must be current and include the following:

- **Introduction:** provides the background and situates the manuscripts within the larger theoretical and methodological contexts and substantive concerns. It also situates the questions guiding the research.
- **Manuscripts:** formatted as chapters within the dissertation, a series of three or four manuscripts provides new, original, and relevant contributions to the field of study, jointly exploring the various aspects of the dissertation’s research questions. The number of manuscripts varies by discipline and should be decided by the student in consultation with the supervisor. Connecting text may be added between them so that the dissertation functions as an integrated whole, with continuity and logical progression from one manuscript to the next.
- **Discussion:** shows the overall significance and contribution to knowledge of each manuscript in the context of the entire body of work and research field, lists and elaborates on limitations, points to future research directions, and provides policy recommendations. Importantly, this section is not a detailed account of the discussion section in each manuscript but rather an integrated discussion of individual manuscripts.

## Requirements for each manuscript

- Each manuscript must be current.
- When co-authored manuscripts are included, the student must be the first author and a signed statement that authorizes the use of the co-authored manuscript must be collected by the student from each of the co-authors. The template for the co-authors’ signatures will be drafted by the student that argues for including the manuscript in the dissertation.
- Co-authored manuscripts must be prefaced by a statement of authorship and contributions. This statement will detail the role of the student and of those who provided support with conceptualizing the research question and study design; acquiring, analysing, and interpreting the data; drafting or revising the manuscript for substantive intellectual content; and supervising the overall study. The statement should also include the names of the journals to which the manuscripts have been, or

will be, submitted. If any manuscript has already been published, copyright information should be provided.

- By the time of the defence, manuscripts should be ready for submission or should have already been submitted, although they need not have been accepted for publication. In all cases, journals must be peer reviewed.

### **Formatting the manuscript-based dissertation**

As with traditional dissertations, the manuscript-based dissertation must be formatted as a unified whole. Formatting must be consistent throughout the dissertation: font style and size, line spacing, and margin sizes should be uniform; numbering scheme for tables, figures, footnotes, and citations should also be consistent. Lastly, while each manuscript will have its own bibliography, the dissertation as a unified body of work should have a single, comprehensive bibliography that includes all the sources listed throughout the dissertation. This bibliography should be situated after the main body of text and before the appendices. This formatting may require changing the formatting of the manuscripts for submission to the academic journals for publication.

## **Complex Electronic and Multimodal Dissertations**

All theses and dissertations must contain a written component. Theses and dissertations may, however, include other components in addition to the written component.

A complex electronic dissertation is a work with a high reliance on slides, film or videos, electronically interactive word/image-based text on CD-ROM or the internet. For complex electronic theses/dissertations, part of the work can be produced in traditional written form, but key elements of the work depend on direct experience with or interaction with a text whose physical form may be changed because of the interaction. Students producing a multimedia dissertation should consult with the [Library and Archives Canada](#) website for advice on formats supportable for preservation. However, a student may work in or submit work in an unsupported format as part of the oral exam if the work is readily accessible by the exam committee and the student submits a written component.

A multimodal dissertation is a work in which the key component is a performance or piece of art. For multimodal theses/dissertations, part of the work can be produced in traditional written form, but key elements of the work depend on direct experience by the exam committee with, for example, displayed artworks or theatrical productions.

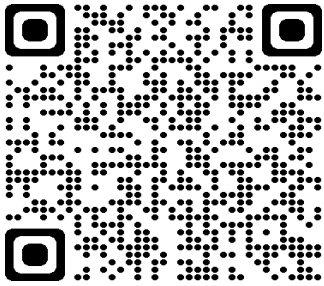
For both electronic and multimodal theses/dissertations, students may wish to include supplementary files as part of their final submission. <https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/>

# Administration



# Graduate Program Administration

## Program related forms (MA/PhD)



Graduate students are responsible access, review program guidelines and submit program forms for each academic milestone. Doing so will satisfy meeting the [degree requirements](#). Refer to the guidelines and then approach the graduate program office at [gradhlth@yorku.ca](mailto:gradhlth@yorku.ca).

Bookmark the following webpage program website (QR code provided) <https://www.yorku.ca/gradstudies/health/current-students/guidelines-policies-forms/>

## Registration and Student Financial Account

All newly admitted and continuing graduate students at York University are responsible for being familiar with and registering in accordance with Faculty of Graduate Studies Registration Policies, including the requirement of continuous registration. Registration in any term is conditional on acceptance and payment of fees in the **Registration and Enrolment Module**.

Students who self-register 'as active' after any registration deadline for any of the Fall, Winter or Summer terms will incur a late \$200 registration fee. Failure to register or update your graduate registration status in any term will result in withdrawal from the program and York University.

The term and registration deadlines are accessible at the [FGS Important Dates calendar](#).

**There is a non-refundable fee to be registered as inactive** (\$15.00 registration fee). This includes an elective, parental leaves, exceptional circumstances (including a leave for compassionate, medical, or professional grounds).

It is the student's responsibility to monitor their [student financial account](#) for all transactions. If there is a discrepancy, email the Graduate Program Office, who will assist with a resolution.

## Program Fees

Graduate program fees consist of a flat-rate tuition and supplementary fees, set for each term. The fees are reviewed and approved by the provincial government and the York University Board of Governors. The Ministry of Training, Colleges and Universities implement guidelines after consultation and are subject to change. The associated fees support student advocacy, equity-seeking groups and services that support the student experience.

Information the Faculty of Graduate Studies program fees, please visit the Graduate [drop-down menu](#) to select "Faculty of Graduate Studies – Masters" or "Faculty of Graduate Studies – PhD".

## Balance of Degree Fees

There is a minimum number of terms that each graduate student must register and pay fees. If a student completes the program early, the Faculty of Graduate Studies assesses

the balance of degree fees, as per successful program completion date. **One full-time term is equivalent to two part-time terms, and vice versa.**

**Doctoral students must register and pay fees for a minimum of the equivalent of six terms of full-time registration.** With respect to total minimum fee requirements for PhD programs, students who successfully complete a PhD program in less than the equivalent of six terms of full-time registration will be responsible for payment of the remaining balance of degree fee.

**Master's students must register and pay fees for a minimum of the equivalent of three terms of full-time registration,** except in programs where a longer program length is specified. Students who successfully complete a master's program in less time than the program length will be responsible for payment of the remaining balance of degree fee. In both cases, the student will be notified and see transactions prior to convocation date.

Students who **exceed** the program length of a master's program, or the maximum time limits for completion of a master's or PhD degree, will be responsible for payment of fees beyond the total minimum fee requirement, as appropriate.

## Fee Refunds

Students are entitled to refunds of portions of fees **depending upon the date by which withdrawal or completion of degree requirements** from the University are authorized.

**Note:** Graduate tuition refunds/credit calculations are based on complete **withdrawal from a term, not withdrawal from individual courses.** Fees are calculated according to a student's program and full-time or part-time registration status/activity level, as opposed to being calculated on a per course basis.

## Methods of Payment

Students may pay fees or outstanding balances from their online student financial account using graduate fellowship, online payments, cheque, [direct deposit](#) or [arranged payments by a third party](#).

## Waivers and Payments by a Third Party (External Agency)

Information regarding fee waivers for York University employees or dependents, fee waivers for senior citizens, and fees paid by an external agency: [Fees and waivers](#).

## Outstanding Debt

York University Senate policy stipulates that graduation privileges, transcript requests, etc. be withheld until all outstanding financial liabilities to the University are settled.

**Note:** For students with outstanding debts of \$1,000 or more to the University, an enrollment block will be placed by the Faculty of Graduate Studies on their student account to prohibit them from registering. Students must reduce the balance on their account to below \$1,000 at least 5 business days prior to requesting that the Faculty of Graduate Studies removes the enrollment block.

# Understanding Your Graduate Funding Package & Employment Opportunities

## Funding Package Eligibility

Graduate students, admitted under full-time status, will be offered a funding package at the time of admission. The purpose of the funding is to support students to achieve academic excellence. Full-time master's students can expect a York Graduate Fellowship of approximately \$10,000 for 3 terms. Full-time PhD students who receive a York funding package of approximately \$23,000, which includes a York Graduate Fellowship. Eligible domestic students in our Health program can expect a package as follows:

**Domestic Graduate Health MA:** MA fellowship (3 terms only in Year 1) + one-time \$1000 Healthcare bursary

**Domestic Graduate Health PhD:** PhD fellowship (Years 1- 5) and priority for Teaching Assistantship employment (Years 1 - 6) + CUPE 3903 Health coverage when in priority pool

## Conditions

Funding is contingent on continuous registration as a full-time student, continuing satisfactory academic performance, and fulfillment of any funding-related employment obligations. **Note:** It is the student's responsibility to register as 'active' in each term to remain eligible. Additionally, the priority is for graduate students to progress academically in each stage of our program and ensure all degree requirements in their research-based MA or PhD program are met.

Any employment opportunity is an additional responsibility to fulfill while maintaining academic excellence. To understand the funding components and how it is distributed, please review the following:

## Funding

**[Understanding MA and PhD Domestic funding package:](#)** Visit the 'Standard Package Details' section and click on '*Master's, Domestic*' or '*Doctoral, Domestic*' to review each component below.

- Fellowship (that covers tuition per term)
- CUPE 3903 entitlements: Supplementary Graduate Assistance (formerly Grant-in-Aid) and Graduate Financial Assistance (GFA) for Unit 1 or 3
- Implications of scholarships and awards on total package
- Eligible employment assignments (Teaching Assistantship, allocation is priority for doctoral students)
- Health bursary

## Understanding the disbursement of MA and PhD funding

Review this [guide](#) to understand where funding components are distributed. Items issued from the university are deposited to your student financial account. Wages for any student employment opportunity are issued by payroll to a personal banking account.

## Direct Deposit

Students are encouraged to [sign up for direct deposit](#) so that any student refunds or student account payments are deposited to your personal banking account.

## Employment

Some of the funding packages include student-related employment in the form of a teaching assistantship, graduate assistantship, and research assistantships.

**Teaching Assistantship:** Teaching assistants help with the delivery of a course, either in the School of Health Policy & Management or in another department at York University. All doctoral students and members of the CUPE Unit 1 priority pool are required to submit an updated application and CV for a teaching assistantship in each academic year. This assignment is part of the standard funding commitment entitled to full-time, domestic students. Any questions about entitlements please speak to and refer to the CUPE 3903 Unit 1 collective agreement.

- **NEW PhD Admits** - With exception of newly admitted doctoral students, the procedure to apply requires completion of a paper application. Access the pdf copy of the CUPE Unit 1 [TA Application form](#), include a curriculum vitae and submit one copy to each of the hiring units that the graduate office specifies.
- **EXISTING PhD Students** - Submit blanket online application and CV to each of the hiring departments between November 15 and January 31st. If an existing student misses the deadline, there may be a few specific openings of (CUPE 1) positions found online. Otherwise, a paper application must be submitted to each department. Please visit the [York CUPE jobs site](#) and review available (CUPE 1) job postings listed under each faculty. Review the application deadline date. If open, select the position and login with your Passport York access. Instructions to apply online are found within this [document](#) (UIT instructions).
- Refer to [Unit1-Teaching-Application-FAQs](#) when completing a TA application form

**Graduate Assistantship:** Graduate Assistants support a faculty member or administrator with non-research related work. Positions are available and posted online, in advance of a term. Students registered as active are eligible. Visit the [York CUPE jobs site](#) for (CUPE 3) job postings list under each faculty. Submit your online application and CV directly to any suitable posting across the university before its deadline. If you are a successful candidate, notify your home graduate program office for a contract to be prepared.

**Student responsibility:** Once you begin your Graduate Assistantship, meet with your hiring supervisor, and complete a [GA workload form](#) together. Submit the signed document to your home graduate program office within 20 days of the assignment. Any questions about entitlements please speak to and refer to the CUPE 3903 Unit 3 collective agreement.

Please note that part-time students are ineligible for a funding package and Graduate Assistantships.

**Research Assistantship:** Research Assistants help professors conduct their research; however, the assignment must be related to the student's research focus. Students are encouraged to reach out to faculty who share their areas of scholarly interest to potentially secure RA funding.

If a current student has any financial discrepancy, please email [gradhlth@yorku.ca](mailto:gradhlth@yorku.ca) with your inquiry.

# Online Registration & Course Enrollment Instructions

**Prior registration and course enrollment**, new students are required to have an advising appointment.

1. Log in [here](#) **using your Passport York username and password.**
2. Click on ADD/DROP course
3. To register in each term, choose **"TERM- "Graduate students or Osgoode Students"** from the pull-down menu. Students register for each term separately.
4. The system will display your fee rate. As well, it will ask you to agree to the contractual tuition fee agreement by answering "Yes" to all the questions.

NOTE: If you do not agree to the contract, you will not be allowed to register and enroll in courses.

5. To enroll in a course offered during this term, click **"add a course"** and type in a **catalogue number** (not the course number) corresponding to the course. You can find all catalogue numbers on the [York University Courses Website](#). Repeat this step to enroll in other courses offered during this term.
6. Log out.
7. Repeat steps 1-6 to register in the Winter term and then enroll in course(s) offered during this term. Choose **"Winter - Graduate students or Osgoode Students"** from the pull-down menu this time.

NOTES:

- a) Once you are registered in a term, you are obliged to pay the tuition fee for that term at either the full-time or part-time rate, whichever applies to you. This is the case even though you do not enroll in any courses during that term.**
- b) Registration and course enrollment for the Summer 2024 term will start in March 2024 with the date \*TBD.**

\* click for all [important dates](#)

# Faculty of Graduate Studies Registration Regulations

## FGS Regulations

The followings are some regulations extracted from the FGS Calendar.

### Registration Policies

All newly admitted and continuing graduate students at York University are responsible for being familiar with [registration policies](#), the act of registering and paying fees in accordance with Faculty of Graduate Studies and University policies, deadlines and procedures. By the act of registration each student becomes bound by the policies and regulations of York University, including the Faculty in which the student is registered.

### Continuous Registration

Students admitted to a graduate diploma, master's degree program or doctoral degree program must maintain continuous registration, including payment of applicable fees, in every fall, winter and summer term up to and including the term in which all requirements for their program of study are successfully completed, in accordance with Faculty and program regulations and as confirmed by the program director. **Students who fail to maintain continuous registration, including payment of applicable fees, will lose their status as full-time or part-time graduate students and will be withdrawn from their program of study.** Students who have been withdrawn because of failure to observe registration requirements may petition for reinstatement.

**Note:** Unless students have been withdrawn from the program or are on leaves of absence of any kind with permission, continuing students must maintain continuous registration and pay the corresponding fee/leaves of absence fee regardless of whether they are enrolled in any courses.

### Minimum Period of Registration

Master's students must register and pay fees **for a minimum of the equivalent of three terms of full-time registration**, except in programs where a longer program length is specified. Doctor of Philosophy students must register and pay fees for **a minimum of the equivalent of six terms of full-time registration**.

### Simultaneous Registration

**Simultaneous registration in two full-time programs is not permitted.** With the consent of both graduate units concerned, or of the graduate unit and another faculty or school, and written notification to the Faculty of Graduate Studies, simultaneous registration in a full-time program and a part-time program may be permitted. Two part-time registrations in different programs may also be permitted. Students are responsible for the fees charged for both programs. This exception tends to occur completing a final requirement and entering a new program.

### Registration Status

#### Full-Time Status

A graduate student is designated by the University as full-time if he or she:

- a. is pursuing his or her studies **as a full-time occupation**;
- b. **identifies himself or herself** as a full-time graduate student;
- c. **is geographically available and visits the campus regularly.** (A graduate student may be absent from the campus while still under supervision, *e.g.*, visiting

libraries, attending a graduate course at another institution, field work, enrolled in distance or on-line courses, *etc.* **If such periods of absence exceed four weeks in any term, approval of the graduate program director and the Dean of Graduate Studies is required.**)

- b. is considered by his or her supervisor and program director to be progressing**, in relation to program requirements and expectations, **at a satisfactory rate; and has not normally completed more than six terms of full-time study at the master's level or not more than 18 terms of full-time study at the Doctoral level.**

Full-time graduate students may **hold employment if they are not regularly employed for more than an average of ten hours per week** for any period for which they are registered as full-time graduate students. If the student is employed by the University as a graduate or teaching assistant, the ten hours per week represents the total time spent by the student concerning the appointment and includes the time spent on preparative work, reading set assignments, marking examinations, etc.

## Part-Time Status

All registered graduate students pursuing a degree or stand-alone graduate diploma who do not meet the requirements of full-time status as defined above are part-time graduate students. For the calculation of degree/program length and balance of degree fees, **one full-time term is equivalent to two part-time terms, and vice versa.**

**Note:** At the graduate level, registration status is not related to the number of courses that students enroll in. It is the status that the students initially applied to the program. Therefore, full-time students who take less than 3 courses per term are still considered as a full-time student and are charged at the full-time tuition rate.

## Change in Status

Degree and diploma students are expected to remain in the registration status (full-time or part-time) to which they were admitted unless a change of status is approved by the program director and the Dean.

**Note:** Students who wish to change their registration status must file an [online petition](#) to the Faculty of Graduate Studies at least 6 weeks prior to the term of which the change is expected to take place and subsequently get an approval.

## Leaves of Absence

The requirement of continuous registration supports students toward the timely completion of their studies. However, the university recognizes that from time-to-time students may need to be absent from their studies or from the university while maintaining an affiliation with York University. To take such absences, students must make a request through their graduate program office. If the request is granted, students must ensure that they maintain continuous registration and pay the fees associated with the category of absence.

There are **two categories of absences** from the program of studies or from the university:

- a. absences that are *included* in the number of terms to completion, which includes external student status; and,
- b. absences that are *not included* in the number of terms to completion, which includes elective leave, exceptional circumstances leave, maternity leave, parental leave, and no course available.

## General Leave of Absence

Students applying for a leave of absence under exceptional circumstances are students who are facing a type of hardship that takes them away from their studies. A General Leave of Absence is available to students who need to be absent from their studies. Students can take a maximum of 3 terms of a General Leave of Absence over the course of their studies. Students do not pay tuition or receive funding or awards during a leave.

*Examples of exceptional circumstances:*

- Medical, professional (which may include employment opportunities related to a student's field of study or extraordinary demands of full-time employment for part-time students), compassionate circumstances.

*Restrictions:*

- Maximum number of terms (over the course of the program of study): **3**

## **Family Care Leave**

A Family Care Leave of Absence is available to students for whom significant care-giving responsibilities of a family member require the student to be absent from their studies. Leaves considered under this category include those arising in relation to pregnancy; the birth or adoption of a child; and providing care and support for an ill child, spouse, parent, grandparent, or other family member. Students can take **a maximum of 5 terms** of a Family Care Leave of Absence over the course of their studies. Students do not pay tuition or receive funding or awards during a leave.



# Other Graduate Student Policies

## Ontario Visiting Scholar (OVGS) Plan

The Ontario Visiting Graduate Student (OVGS) Plan allows a registered graduate student at an Ontario university (home university) to take graduate-level courses at another Ontario university (host university) while remaining registered at the home university. This plan allows students to bypass the usual application for admission procedure and relevant transfer of credit difficulties. Students register at, pay fees to, and continue to receive awards from their home university and are classified as “visiting graduate students” at the host university where they pay no fees.

York University graduate students interested in taking a graduate course at another Ontario University under the OVGS plan should complete the ‘Outgoing’ [OVGS application process](#). York University graduate students may complete **up to 6 credits** in coursework under the OVGS Plan towards any one-degree program.

York University graduate students must submit Ontario Visiting Graduate Student Application forms no later than **two months** before the start date of the term during which they wish to take an OVGS course at the HOST university.

## Withdrawal & Maintaining Academic Standards

**To withdraw in good standing from the Faculty of Graduate Studies, a student must notify their graduate program office by completing the [Program Withdrawal Form](#).** The effective date of withdrawal is the date the program was notified by the date indicated on the Program Withdrawal Form. To be eligible to withdraw in good standing, a student’s academic record **may not include any coursework “Incompletes” and may not include any combination of C grades or combination of C and F grades.**

## Failure to Maintain Academic Standards

Students failing to maintain academic progress may be subject to automatic program withdrawal (please refer to Academic Standing Section).

## Reinstatement to Continue/ Complete

Students who have withdrawn in good standing may petition for *reinstatement to continue* within three terms (12 months) following a withdrawal. After that time, students must normally apply for readmission rather than reinstatement. Reinstatement to continue in a program does not guarantee that funding will continue as outlined in the student’s original offer letter.

Students **who have withdrawn in good standing** may petition for *reinstatement to complete and defend* a Major Research Paper/dissertation at any time following their withdrawal, on the condition that the thesis/dissertation is ready to proceed to defense, for program completion. Such petitions must include support of the supervisory committee and graduate program director, including confirmation that the thesis/dissertation is ready to proceed to defense.

# FGS Communications

The Faculty of Graduate Studies (FGS) is committed to providing graduate students, postdoctoral fellows, faculty, and staff with an informative and respectful email communications experience. Beginning Fall 2015, and with the support of University Information Technology (UIT) and the Division of Students, FGS has adopted a new bulk email software to communicate important registrarial information, funding, general updates, and events to the graduate community.

## **FGSnews**

We recognize and understand that you receive a substantial amount of emails from various parties. Our goal is to be a leader in email communications on campus and to ensure that all mass emails from FGS are of high quality and respectful in quantity. To that end, we have developed **FGSnews** - a monthly e-newsletter that is modern, student-centric and conveys important information tailored to the needs of our community. FGSnews will be released on the last Thursday of each month - 12 editions annually - to help keep you informed while significantly limiting the amount of direct emails you receive.

## **Direct Emails**

Throughout the year, you will periodically receive mass emails directly from FGS. These will address key items pertaining to your graduate experience i.e., Ontario Graduate Scholarship (OGS) application information, registration and enrollment details, tuition updates, etc. Such emails will be limited in quantity.

# Policy on Student Records

## **Change of Name**

Any requests to change a name, by means of alteration or deletion, substitution, or addition, must be accompanied by appropriate supporting documentation. Upon making application for graduation a student may be asked to provide proof of their name. Students may verify their official name on record online through [My Online Services](#).

## **Maintaining Contact Information**

A student must maintain current and up-to-date permanent and mailing address information on the records of the University to receive pertinent mailings. The University also routinely uses e-mail to communicate with students.

Students are responsible for maintaining up-to-date e-mail addresses on the records of the University and for ensuring that there are no problems with their external e-mail provider or individual account that would prevent York University from delivering an e-mail to that address.

Changes to contact information are done online through [My Online Services](#).

# Grading System

Grades will be awarded for every course in which a student is enrolled in accordance with the following system. The letter grade system is the fundamental system of assessment of course performance in graduate programs at York University. In courses where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines.

Grade			Description pertaining to the program
A+	Exceptional	90–100%	Excellence in writing, research, reading and originality.
A	Excellent	85–89%	Work that shows a superior command of the subject, clearly written, creatively researched.
A-	High	80–84%	Work that shows a superior command of the material but limited in breath or depth of research and/or presentation.
B+	Highly Satisfactory	75–79%	Research and writing skills may be flawed in some visible and correctable way. Critical perspective is present and is consistently applied.
B	Satisfactory	70–74%	Work that meets minimum expectations of a graduate student in research, writing, and reading skills. Critical perspective is present but is not consistently applied.
C	Conditional	60–69%	Unsatisfactory work: flawed in methodology or critical assumption, incoherently organized, poorly written, or superficially researched. Critical perspective is beginning to develop.
F	Failure	0–59%	Work that is far below what is required. Does not address the assignment adequately. Absence of critical perspective. <b>Work those breaches academic honesty is given a grade of ZERO.</b>
I	Incomplete	N/A	

## Grade Reports

In addition to letter grades, the following course performance designations may be used on grade reports (Incomplete, Withdrawn and Auditor status).

Course directors announce in writing, in each course within the first two weeks of classes, the nature and weighting of course assignments and their due dates, including, if applicable, assessment and/or grading requirements with respect to attendance and participation. In keeping with reporting dates, the expectation is that course assignments can normally be accomplished within the course period.

In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the unanimous consent of students; the new marking scheme must also be distributed in written form.

Should a **grade reappraisal** for a final grade be requested by a student, see the [guidelines](#).

## Course Extension Policy

There is an expectation that all assignments must be turned in by the deadlines established by the instructor. **Do not expect extensions to be permitted, except in very exceptional circumstances.**

Students who wish to request an extension, which does not enable the instructor to finish grading and to report their final grade by the above stated reporting dates, must file a [Course Transaction Form](#) to be submitted to the graduate program office to ensure the Registrar's Office is notified.

The length of extension can be up to within 2 months or 4 months of the above stated reporting dates for one-term or two-term courses respectively.

Students who wish to request an extension which *goes beyond this period* must file an [online academic petition](#) for a course extension and subsequently be reviewed for a decision by a Faculty of Graduate Studies committee. If the grade of 'Incomplete' is not removed by the end of the specified period, it will become a grade of 'Fail' ("F").

**IMPORTANT NOTE: Students must meet the extension deadline dates provided.**

# Academic Progress

## **Combinations of 'C' Grades Which Require Withdrawal Unless Continued Registration is Recommended and Approved**

A student who received in total any of the following combinations of grades for graduate courses may not continue to be registered in the Faculty of Graduate Studies and in a graduate program unless this continuation is recommended by the graduate program director concerned and approved by the Dean:

- a. two C grades for 6.00 credit courses;
- b. one C grade for a 6.00 credit course and one C grade for a 3.0 credit (or equivalent) course;
- c. a total of three C grades for 3.0 credit (or equivalent) courses.

In no cases will grades be averaged.

## **Combination of 'F' and 'C' Grades Which Require Withdrawal**

A student will be required to withdraw from a graduate program and registration in the Faculty of Graduate Studies will be terminated if the student receives in total for graduate courses, during enrolment at York University:

- a. one F grade for a 6.00 credit course or two F grades for 3.0 credit (or equivalent) courses; or
- b. one F grade for a 3.0 credit (or equivalent) course and one C grade for a 6.00 credit or 3.0 credit (or equivalent) course.

In no case will grades be averaged.

## **Transfer Credit (Advanced Standing)**

Following initial registration in a graduate program at York University, graduate-level courses completed at another institution that have not been used to fulfill the requirements of another degree program or graduate diploma may be accepted towards fulfillment of the degree program in which the student is registered. Credit for such work will be determined by the Faculty of Graduate Studies on the recommendation of the program concerned. Transfer credit may count for up to 50% of the coursework requirements for a York graduate diploma or degree program. To request Advanced Standing, students are required to submit an online [Academic Petition](#) form (select "advanced standing" category) to the graduate program office.

# Graduate Academic Petitions and Appeals

Academic petitions and appeals in the Faculty of Graduate Studies are governed by the Senate Guidelines for the consideration of petitions/appeals by Faculty Committees. A petition is a formal request for a change to an anticipated academic pathway or a waiver of an academic regulation or deadline. Petitions must be initiated within 12 months of an issue arising. Petitions on issues beyond the 12-month timeline will not be considered, except in truly exceptional circumstances.

Review the categories, prepare required documents to upload with your petition. It is the student's responsibility to initiate and submit a completed [petition](#). Each petition will, on its way to the Faculty of Graduate Studies, pass through the student's graduate program director (GPD) for their recommendation. Graduate program assistants (GPAs) are knowledgeable consultants who can aid petition package preparation.

Login to the [online graduate petition portal](#) to create and submit your petition. There are deadlines to submit before the term where the academic exception occurs. The portal will prompt you to upload all mandatory forms and supporting documentation with the petition category. The Faculty of Graduate Studies created a [step-by-step instruction guide](#) to assist you with navigating the portal. In addition, the [petition submission diagram](#) offers a quick overview of the process.

## Appeals of Petitions Decisions: Procedural Guidelines

For instructions how to appeal a petition decision, see [here](#)

## Academic Honesty

### Academic Honesty and Why it is Important

York University's [Senate Policy on Academic Honesty](#) is an expression of the academic conduct appropriate to and expected of students studying and researching in Academe. These expectations, particularly with respect to plagiarism, are grounded in a principle and practice that forms the basis of the academic enterprise—namely, that the work one submits for evaluation is the product of one's own original ideas, and that any material that belongs to someone else, because he or she first produced and/or presented it, must be properly referenced, and cited. If there is no way for a reader to tell which words and ideas are those of the author and which are those of others, then the work demonstrates plagiarism. It loses its integrity as a document of original scholarship and is academically dishonest.

### How to Avoid Academic Dishonesty

The Faculty of Graduate Studies encourages students to complete the FGS Academic Integrity Module, sign up for library support as a graduate student and utilize the modules from the York University Learning Commons. Additional supports are available to discuss with the Writing Centre, Graduate Wellness consultations, and your Graduate Program Directors. Visit this [resource](#) for more details.

### Faculty of Graduate Studies Procedural Guidelines for a Suspected breach

The procedures outlined [here](#) are consistent with those specified in the *Senate Policy on Academic Honesty*.

# Senate Policy on Academic Accommodation for Students with Disabilities

York University is committed to provide an accessible campus and learning environment for students with visible and invisible disabilities. As such academic accommodations are developed in accordance with the Ontario Human Rights Commission. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Students requesting academic accommodation can contact York's Student Accessibility Services.

## To Register with Student Accessibility Services

Students must be enrolled in degree-granting programs on the Keele campus of York University. Students are advised to register prior to the start of their academic studies for academic accommodation.

1. New Students, accept their offer of admission and visit this [site](#)
2. Returning Students, activate your [academic accommodation](#)
3. Request Letters of Accommodation and submit to graduate program office
4. Share letters of accommodation with Course Directors

## Information for Faculty

It is the responsibility of faculty members and teaching assistants to be conversant with policies and resources related to teaching students with disabilities, to ensure specific rights and entitlements of students with disabilities are upheld in their class, and to create an equitable and respectful environment in their courses.

If there is any issue with receiving accommodations, please contact the Graduate Program Office and GPD.

## Workplace Accommodations

As part of their funding package, many students have employment in CUPE 3903 bargaining units. Ordinarily, this will come in the form of a TA (Unit 1), or GA (Unit 3) assignment arranged in conjunction with their program and the hiring units in which they work. Students with disabilities may need modifications to TA or GA assignments. Contact Employee Well-Being at least two months before the start of the term to coordinate an [Accommodation Plan](#).

For assistance and contacts, please visit [here](#)

## ADDITIONAL RESOURCES



# Student Associations & Resources

A summary of some student association and resources available at York university is provided here. You can find many more at the university website.

## York University Graduate Students' Association (YUGSA)

Representing full and part-time graduate students, York University Graduate Student's Association (YUGSA) is organized around principles of accessibility, social justice, and equity as it works to improve the learning, teaching, and working environments for all graduate students at York University. YUGSA provides advocacy and support to all members across various graduate departments on campus.

Location: 325 Student Centre

Tel: 416-736-5865 / Email: [info@yugsa.ca](mailto:info@yugsa.ca) / Web: <http://www.yugsa.ca/>

## Graduate Research Association in Public Health (GRASP)

The goal of GRASP is to strengthen and expand public health studies at York University. To do so, it organizes events that bring together students from across the university facilitating thought-provoking discussion and the sharing of their research areas.

357 Bethune College / <http://grasp.student-org.yorku.ca>

## Canadian Union of Public Employees (CUPE) - Local #3903

CUPE 3903 represents contract faculty, tutors, markers, demonstrators, as well as teaching, research, and graduate assistants at York University.

Dahdaleh 2050 / Tel: 416-736-5154 / <http://3903.cupe.ca/>

## Career Centre

This facility works with students past and present to meet their career goals. This includes linking up academic and employment backgrounds with potential employers through career development programs and job-related services.

Suite 202, McLaughlin College / Tel: 416-736-5351 / <https://careers.yorku.ca>

## Writing Centre

Practical instruction is offered to assist York students in academic writing, including graduate students. Some tutors specialize in working with ESL students, and in working with students who have disabilities affecting language learning and language skills. Individual tutoring lasting 25 to 50 minutes is the primary method of instruction.

S311 Ross Building / Tel: 416 736-5134

<https://www.yorku.ca/laps/writing-centre/writing-support/one-to-one/graduate-students>

## Teaching Commons

The Teaching Commons enhances the quality of students' learning and experience, provides leadership and support for evidence-informed development of teaching and curriculum, and advocates for policies to foster excellence and innovation in teaching and learning by offer a few training programs for graduate students and course directors.

1050 Dahdaleh Building / Tel: 416 736-5754 / <https://www.yorku.ca/teachingcommons/>

## Centre for Indigenous Student Services

ASAY's primary mandate is to advocate for the Aboriginal student body of York University. ASAY's mandate includes community awareness campaigns, cultural programming, social events, and alliance building.

246 York Lanes <https://aboriginal.info.yorku.ca> [cissinfo@yorku.ca](mailto:cissinfo@yorku.ca)

## Community and Legal Aid Services Program

CLASP provides **free legal advice and representation** to members of the community, and to York students. We are funded by [The Law Foundation of Ontario](#), [Legal Aid Ontario](#), York

students, and Osgoode Law Hall School. Students work in our clinic under the supervision of experienced lawyers.

Ignat Kaneff Building, Osgoode Hall Law School

Tel: 416-736-5029

<https://www.osgoode.yorku.ca/community-legal-services>

### Student Accessibility Services (SAS)

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and York University Senate Policy on Academic Accommodation for Students with Disabilities.

[sasinfo@yorku.ca](mailto:sasinfo@yorku.ca)

Tel: 416-736-5755

<https://accessibility.students.yorku.ca/>

### Student Security Escort Service (goSAFE program)

York's Student Security Escort Service provides safer movement after dark for campus students and employees. Student Security Officers will meet you at campus bus stops, parking lots, buildings, and residences; escort you to your campus destination; "goSAFE" staff are easily identifiable by their red vests or white golf shirts, identification badges and walkie-talkies. All requests will be accommodated either by foot, bicycle and/or van. It is a complimentary service provided by Security, Parking and Transportation Services. The Escort Service operates daily during the academic year (September to April) from 6 pm to 2 am, and during the summer months from 8 pm to 2 am.

Tel: 416-736-5454

<https://www.yorku.ca/safety/gosafe/>

### VanGO Mobility Service

York University offers a complimentary on-campus scheduled mobility service to help persons with disabilities get from one on-campus location to another. The VanGO service is available year-round, Monday to Friday, to assist students, faculty and staff with their mobility needs between the hours of 8:00am and 10:00pm daily. Service is provided to and from on-campus building entrances via an accessible van, fully accessible low-floor bus, and golf cart, depending on daily service demand and the needs of the patron being transported.

Email: [transit@yorku.ca](mailto:transit@yorku.ca) / Tel: 416-736-2100 ext. 22456

<https://www.yorku.ca/transportation/vango-mobility-services/>

### Parking Services

All faculty, staff and students who park on university property are required to purchase an annual or sessional parking permit or to pay the daily parking fee using the Honk app and abide by the parking and traffic regulations of the University. Application forms for permits are available [on-line](#).

Information about obtaining accessible parking permit is available at

<https://www.yorku.ca/parking/parking-rates-permits/accessible-parking/>

Contact the Parking and Transportation office at 222 William Small Centre

Tel: 416-736-5335

E-mail: [parking@yorku.ca](mailto:parking@yorku.ca)

<https://www.yorku.ca/parking/>

# Research at York University

## Office of Research Services (ORS)

Students at York University have a wealth of opportunities to become involved in research through our research centres (listed below) and our major research projects.

Current York University students interested in getting involved in, and learning more about research, may visit the ORS website and log-in using their Passport York password and user ID. Access to information about student research funding opportunities and careers in research is available in that section. In addition, students are encouraged to subscribe to the [Peer Review Magazine](#). The magazine presents academic research and ideas coming out of Canadian universities in an approachable and populist voice with articles ranging from research stories to advice on academic careers.

Telephone: 416-736-5055 / Website: <https://www.yorku.ca/research/research-services/>

## Listing of Organized Research Units ([more @ YorkU Website](#))

York is home to 26 organized research units (ORUs), which have a strong history of collaborative, innovative and interdisciplinary research. These ORUs provide a home for research development beyond the traditional academic units. Steeped in York's tradition of collegial interdisciplinarity, ORUs serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines.

### **Centre for Feminist Research**

The Centre for Feminist Research / Le Centre de recherches féministes is an internationally recognized Centre for research on gender, race, class, indigeneity, disability, sexuality, and women's issues. Its mandate is to promote feminist activities and collaborative research at York University by working to establish research linkages between York scholars and local, national, international, and transnational communities. CFR carries out its mandate by supporting individual and collaborative research, developing research materials, communicating research results, providing opportunities and training for graduate students, fostering relationships with community organizations and government personnel, and through hosting visiting scholars from outside the university.

Telephone: 416.736.2100 ext. 55915 / Web site: [www.yorku.ca/cfr](http://www.yorku.ca/cfr)

### **Israel and Golda Koschitzky Centre for Jewish Studies**

Comprised of faculty whose research interests span ancient Israel to contemporary Judaism and Jewish communities; the Israel and Golda Koschitzky Centre for Jewish Studies promotes Jewish Studies research while enhancing delivery of Jewish Studies courses on campus and offering stimulating scholarly programs open to the community. In addition to Judaism as a religion, Centre researchers explore the texts, histories, cultures, sociologies, languages, and fine arts of the Jewish people from biblical times to the present.

Telephone: 416.736.5823 / Web site: <https://cjs.yorku.ca>

### **Centre for Refugee Studies**

The Centre for Refugee Studies (CRS) at York is an interdisciplinary community of researchers dedicated to advancing the well-being of refugees and others displaced by violence, persecution, human rights abuses, and environmental degradation through innovative research, education, and policy engagement. Since its inception in 1988, CRS is recognized as an international leader in the creation, mobilization, and dissemination of new knowledge that addresses forced migration issues in local, national, and global contexts.

Telephone: 416.736.2100 ext. 30391 / Web site: <https://crs.info.yorku.ca>

### **Centre for Research on Language and Culture Contact**

The Centre for Research on Language and Culture Contact brings together the research activities of the faculty members and students at York University who investigate various aspects of language contact at both societal and individual levels. CRLC members investigate language contact from the perspective of several disciplines (e.g., linguistics,

sociology, demography, psychology, political science, history, and musicology) and in a variety of settings, Toronto and Ontario, other Canadian provinces, and other countries throughout the world. The CRLC includes external members who are leading researchers in the field of Language Contact.

Telephone: 416.736.2100 ext. 88483 / Web site: <https://www.glendon.yorku.ca/crlcc/>

### **Centre for Research on Latin America and the Caribbean**

CERLAC is a York University-based hub for inter- and multidisciplinary research on Latin America and the Caribbean, their diasporas, and their relations with Canada and the rest of the world. It provides a meeting space for faculty, students, and visitors to discover common interests; supports their projects by facilitating grant administration, partnership formation, and the co-production and sharing of knowledge; and trains new generations of regional scholars. Crossing boundaries between North and South and building bridges between the university and its constituents, CERLAC grounds critical reflection on Canada's role in its hemisphere.

Telephone: 416.736.5237 / Web site: <http://www.yorku.ca/cerlac>

### **The City Institute of York University**

The City Institute at York University (CITY) engages in leading-edge urban research and critical analyses of the city. CITY brings together an interdisciplinary and international network of scholars and researchers who examine the urban in all its facets. Together we contribute to the knowledge base of academics, policymakers, and civil society, and open new intellectual and political spaces to challenge received wisdom as the city of the twenty-first century takes shape.

Telephone: 416.650.8125 / Web site: <https://www.yorku.ca/cityinstitute/>

### **The Dahdaleh Institute for Global Health Research**

The Dahdaleh Institute for Global Health is a catalyst for global health research that fosters social innovation. The Institute will create a platform for international dialogue and collaboration to conduct research that supports the co-creation of social innovations that address global public health focusing on the themes of global health policy, management & systems, global health promotion & disease prevention, global eHealth, global disability & human rights, global mental health, and global health & the environment.

Telephone: 416.736.2100 ext. 22124 / Web site: <https://www.yorku.ca/dighr/>

### **Global Labour Research Centre**

The Global Labour Research Centre (GLRC) engages in the study of work, employment, and labour in the context of a constantly changing global economy. A hub for pan-university research collaboration amongst faculty, graduate, and undergraduate students, the GLRC also collaborates with a range of labour and community partners to generate research that informs the debates and policies that will contribute to the development of more just and democratic workplaces in the coming decades.

Telephone: 416.736.2100 ext. 44704 / Web site: <https://glrc.info.yorku.ca>

### **The Harriet Tubman Institute for Research on Africa and its Diasporas**

The Harriet Tubman Institute for Research on Africa and Its Diasporas seeks to be the preeminent, interdisciplinary centre for research, both historical and contemporary, on Africa and its global diasporas. The Institute offers an internationally recognized hub for studies and documentation on Africa and its diasporas.

Telephone: 416.736.2100 ext. 33058 / Web site: <https://tubman.info.yorku.ca>

### **Institute for Social Learning**

The Institute for Social Research undertakes research that engages interdisciplinary social issues through research methodologies that involve survey, quantitative and mixed methods research. It also provides research services within York University for students, faculty and

senior administrators that support these research methodologies and undertakes studies of the university community.

Telephone: 416.736.5061 / Web site: <http://www.isryorku.ca>

### **The Jack and Mae Nathanson Centre on Transnational Human Rights**

The focus of the Nathanson Centre on Transnational Human Rights, Crime and Security is the development and facilitation of a cross-disciplinary programme of research and project initiatives that enhance knowledge of issues related to a variety of transnational phenomena that are now, and for the foreseeable future, rapidly changing (and challenging) society, law, and governance.

Telephone: 416.736.5030 / Web site: <http://nathanson.osgoode.yorku.ca/>

### **LaMarsh Centre for Child and Youth Research**

The LaMarsh Centre for Child and Youth Research is a collaborative group of faculty and students that supports community-engaged interdisciplinary research in health, education, relationships and development of infants, children, adolescents, emerging adults, and families everywhere. The LaMarsh Centre is focused on innovative research to promote safety, healthy development, and well-being.

Telephone 416.736.5528 / Web site: <https://www.yorku.ca/lamarsh/>

### **Robarts Centre for Canadian Studies**

The mandate of the Robarts Centre for Canadian Studies is to promote and support interdisciplinary and discipline specific research pertinent to the study of Canada. Over the years the Centre has expanded to encompass a theme of "Canada in the World."

Telephone: 416.736.5499 / Web site: <https://robarts.info.yorku.ca>

### **York Centre for Asian Research**

The York Centre for Asian Research is a community of researchers who are committed to analyzing the changing historical and contemporary dynamics of societies in Asia, understanding Asia's place in the world, and studying the experiences of Asian communities in Canada and around the globe. The Centre creates a space for interdisciplinary intellectual exchange, provides administrative support for research projects, and enriches student training through fieldwork and language awards and a graduate diploma programme.

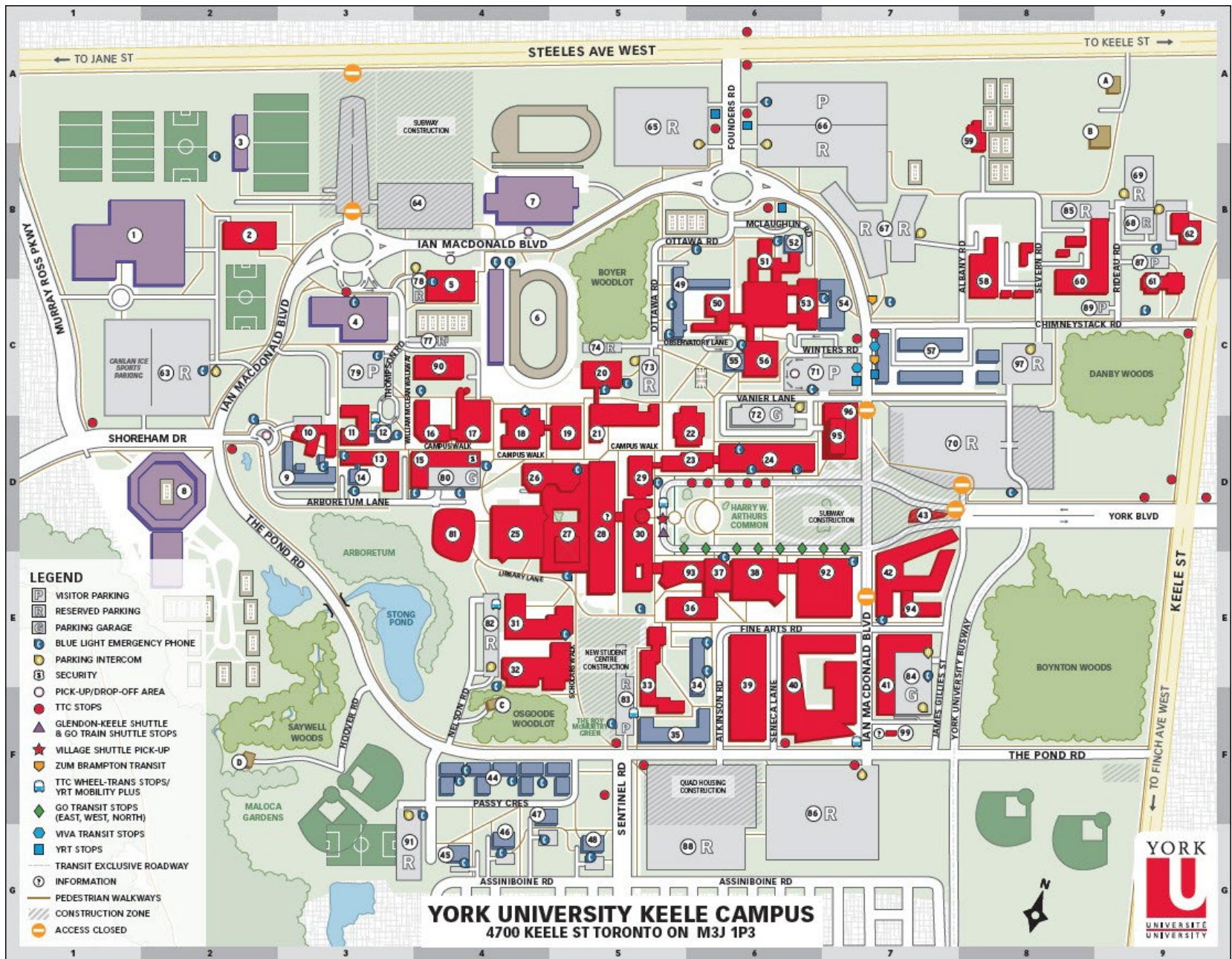
Telephone: 416.736.5821 / Web site: <https://ycar.apps01.yorku.ca>

### **YU-CARE – York Centre for Aging Research & Education**

The vision of the York University Centre for Aging Research and Education (YU-CARE) is to promote graceful aging by approaching aging with active and positive responses to changes and challenges throughout the aging process on a societal and individual level. Its mission is to contribute to improved health and well-being for older adults. By promoting innovative research, education, and advocacy on graceful aging we wish to introduce a radical attitude shift about aging and contribute to improved health for older adults in Canada and around the world.

Telephone: 416.736.2100 ext. 22896 / Web site: <http://yuicare.info.yorku.ca/>

# York Keele Campus Map



# CAMPUS DIRECTORY

## ■ ACADEMIC, ADMINISTRATIVE & COMMERCIAL BUILDINGS

59	190 Albany Road	ALB	A8
92	Accolade East	ACE	E7
93	Accolade West	ACW	E6
96	Archives of Ontario*	AO	D7
33	Atkinson	ATK	E5
29	Behavioural Science	BSB	D5
41	<b>Bennett Centre for Student Services, Admissions</b>	BCS	E7
81	Bergeron Centre for Engineering Excellence	BRG	E4
24	Bookstore, York Lanes	YL	D6
10	Calumet College	CC	D3
27	Central Square	CSQ	D5
58	Central Utilities Building	CUB	B8
38	Centre for Film & Theatre	CFT	E6
16	Chemistry	CB	D4
62	Computer Methods Building**	CMB	B9
26	Curtis Lecture Halls	CLH	D5
94	Executive Learning Centre	ELC	E7
21	Farquharson Life Sciences	FRQ	D5
50	Founders College	FC	C6
31	Health, Nursing & Environmental Studies	HNE	E4
32	Ignat Kaneff Building, Osgoode Hall Law School	OSG	E4
36	Joan & Martin Goldfarb Centre for Fine Arts	CFA	E5
95	Kaneff Tower	KT	D7
61	Kinsmen	K	C9
19	Lassonde Building	LAS	D5
90	Life Sciences Building	LSB	C4
43	Lorna R. Marsden Honour Court & Welcome Centre <sup>x</sup>	HC	D7
20	Lumbers	LUM	C5
51	McLaughlin College	MC	B6
11	Norman Bethune College	BC	D3
17	Observatory, Petrie	PSE	D4
17	Petrie Science & Engineering	PSE	D4
60	Physical Resources Building	PRB	B9

28	Ross Building	R	D5
25	Scott Library	SCL	D4
27	Scott Religious Centre, CSQ	SRC	D5
40	Seneca @ York, Stephen E. Quinlan Building**	SAY	E7
42	Seymour Schulich Building	SSB	E7
2	Sherman Health Science Research Centre	SHR	B2
18	Steacie Science & Engineering Library	STL	D4
22	Stedman Lecture Halls	SLH	D6
13	Stong College	SC	D3
23	Student Centre	STC	D6
4	Tait McKenzie Centre	TM	C3
99	Temporary Welcome Centre		F7
56	Vanier College	VC	C6
30	Vari Hall	VH	D5
39	Victor Phillip Dahdaleh Building (Formerly Technology Enhanced Learning - TEL)	DB	E6
5	West Office Building	WOB	C4
15	William Small Centre	WSC	D4
53	Winters College	WC	C6
24	York Lanes	YL	D6

## ■ RESIDENCES & APARTMENTS

48	320 Assiniboine Road	AS2	G5
47	340 Assiniboine Road	AS4	F4
46	360 Assiniboine Road	AS6	G4
45	380 Assiniboine Road	AS8	G4
34	Atkinson Residence	AR	E6
12	Bethune Residence	BR	D3
9	Calumet Residence	CR	D3
49	Founders Residence	FR	C5
57	Harry Sherman Crowe Housing Co-op**	HCC	C7
44	Passy Gardens, 2-18 Passy Cres.	PASSY	F4
35	The Pond Road Residence	PON	F5
14	Stong Residence	SR	D3
52	Tatham Hall	TH	B6
55	Vanier Residence	VR	C6
54	Winters Residence	WR	C7

## ■ PARKING GARAGES – VISITORS

80	Arboretum Lane Parking Garage	ARB	D4
84	Student Services Parking Garage	SSP	E7
72	York Lanes Parking Garage	YLP	D6

## ■ PARKING LOTS – VISITORS

83	Atkinson Lot		E5
66	Founders Road East Lot		A6
77	Tait McKenzie Lot		C3
79	Thompson Road Lot		C4
71	Vanier Lot		C7
87	Kinsmen Lot		B9
89	Physical Resources Building South Visitor Lot		C9

## ■ PARKING LOTS – RESERVED

67	Albany Road Lot		B7
83	Atkinson Lot		E5
97	Chimneystack Lot		C8
66	Founders Road East Lot		A6
65	Founders Road West Lot		A5
73	Lumbers Lot		C5
74	Lumbers North Lot		C5
82	Nelson Road Lot		E4
64	Northwest Gate Lot <sup>x</sup>		B4
91	Passy Crescent Lot		G3
85	Physical Resources Building North Lot		D7
68	Physical Resources Lot		B9
69	Rideau Road Lot		B9
88	Sentinel Road Lot		F6
63	Shoreham Drive Lot		C2
86	The Pond Road Lot		F7
71	Vanier Lot		C7
78	West Office Building West Lot		C4
70	York Boulevard Lot		B8

## ■ VISUAL PERFORMANCE ARTS FACILITIES

92	Art Gallery of York University	ACE	E7
37	Burton Auditorium*	BU	E6
92	Gales Gallery	ACW	E6
38	Joseph G. Green Studio Theatre	CFT	E6
92	McLean Performance Studio	ACE	E7
92	Price Family Cinema	ACE	E7
92	Sandra Faire & Ivan Fecan Theatre	ACE	E7
92	Tribute Communities Recital Hall	ACE	E7

## ■ SPORT & RECREATION FACILITIES

1	Canlan Ice Sports*	ICE	B1
4	Tait McKenzie Centre	TM	C3
8	Tennis Canada - Aviva Centre*	TC	D2
7	Track & Field Centre*	TFC	B4
3	York Stadium	STA	A2
6	York Lions Stadium	YLS	C4

## ■ HISTORICAL HOUSES

C	Hart House	HH	F4
D	Hoover House	HOH	F2
B	Stong Barn	SB	A9
A	Stong House	SH	A9

\* Shared use  
 \*\* Non-York facility  
 x Temporarily Closed