PhD Handbook

2025-2026

SCHOOL OF SOCIAL WORK

YORK UNIVERSITÉ UNIVERSITY

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School of Social Work Directory

Graduate Program

Name	Phone No.	Office Number	E-mail Address
Ruth Green Director		Ross South 876	ruthkg@yorku.ca
Sarah Maiter Graduate Program Director		Ross South 874	smaiter@yorku.ca
Soma Chatterjee Undergraduate Program Director		Ross South 876	schat@yorku.ca
Partiban Giritharan Field Education Manager	437-228-2347	Ross South 870	parti1g@yorku.ca
Princilia Bobwa Graduate Engagement Program Coordinator	X22664	Ross South 875	pbobwa@yorku.ca
Joelle Reid Graduate Program Administrator	x20498	Ross South 880F	joelle@yorku.ca
Hannah Li Graduate and Field Education Program Assistant	x33611	Ross South 880F	jl12ba@yorku.ca

Graduate Program Social Work Faculty

Name & Title	Extension & Email	Research Focus
Anucha, Uzo *Associate Professor*	anucha@yorku.ca	**Homelessness, under- housing, and poverty; social work practice with immigrants and refugees; international social work; program evaluation; community-university research partnerships.**
Badwall, Harjeet *Associate Professor*	hbadwall@yorku.ca	**Racial and colonial discourses in social work and implications for practice; social construction of social work identities; critical race theory; connections between critical theory and practice; critical narrative practice; working with survivors of violence (intimate partner violence, sexual violence, systemic violence); social justice**
Chapman, Chris *Associate Professor*	chap@yorku.ca	**Alternatives to liberal individualism, ethical narrations of meaning- making, perpetration of injustice, historical accounts of systemic oppression, stories about social work told by groups overrepresented as involuntary clients, accountability, reflexivity, ethical practice. Practices of disablement and colonization.**
Chatterjee, Soma Undergraduate Program Director *Associate Professor*	schat@yorku.ca	**Migration, mobility and border studies; Anti-racist and anti- oppressive social policies; immigration and citizenship policies; Contemporary settler nationalism; Critical international social work; Social and political issues of relevance to South Asia and South Asians (in diaspora and beyond)**
Goitom, Mary *Associate Professor*	mgoitom@yorku.ca	**Social work practice with immigrants and refugees; identity and diversity; international social work; migration; community-based research; North- South relations of power**

Good-Gingrich, Luann *Professor*	luanngg@yorku.ca	**Social exclusion and the intersections between the ideology, material realities, and subjective experience of policy systems and social programs; voluntary and transnational social exclusion and transnational social inclusion; social work practice across cultures.**
Green, Ruth Director *Associate Professor*	ruthkg@yorku.ca	**Social construction of helping identities; critical race theory; interlocking systems of oppression; North- South relations of power; international social work.**
Hepburn, Shamette *Associate Professor*	hepburns@yorku.ca	**Critical Gerontology, Postcolonial Social Work, Transnationalism/Globalization, Community-based/Participatory Research.**
Hylton, Treisha *Assistant Professor*	thylton1@yorku.ca	**Critical pedagogy, Women in higher education, Equity and inclusion in Higher Education**
Kikulwe, Daniel *Associate Professor*	kikulwe@yorku.ca	**Families, kinship care, immigration, child welfare practices and policies as well as the United Nations Convention on the Rights of the Child (UNCRC) and its applicability to the global south.**
Lam, Elene *Assistant Professor*	bflynet@yorku.ca	**Asian/Pacific Studies , Community-Based Research, community organizing and social movements; criminalization; critical race studies;, critical trafficking studies; harm reduction; health studies; human rights; institutional ethnography; labour rights and gender-based violence; migration studies;, public policies; racism; sex work; social work; state violence.**

Lenz, Trish *Assistant Professor*	trishl@yorku.ca	**Social Work , Canadian Social Policy, Social Change, Local Government, Social Innovation, Homelessness**
Liegghio, Maria *Associate Professor*	mlieg@yorku.ca	**Social work epistemology in child and mental, the stigma of mental illness and epistemic violence, community development and organizing through social innovation and social enterprise, community-engaged scholarship and community-university alliances, international social work through Latin America, and critical social work practice and education.**
Macias, Teresa *Associate Professor*	tmacias@yorku.ca	**Human rights violations; state- sanctioned violence; truth and reconciliation commissions; research methodologies; professional ethics; neoliberalism and professionalization.**
MacKinnon, Kinnon Ross *Assistant Professor*	kinnonmk@yorku.ca	**Political-economic forces in healthcare; Critical approaches to healthcare and social service delivery; Sexual and gender minority people's access to care; Social work practice with groups; Social work education; Institutional ethnography; Community-engaged research practices**
Maiter, Sarah *Graduate Program Director* *Professor*	smaiter@yorku.ca	**Child welfare policies and practice; child welfare and race, culture and ethnicity; mental health services for diverse ethno- racial families; critical and anti-racist social work practice, services to refugees and immigrants.**

		social work.
McKeen, Wendy *Associate Professor*	wmckeen@yorku.ca	**Critical approaches to Canadian social welfare policy; social problem analysis; struggles for social change and social justice.**
Mulé, Nick *Professor*	nickmule@yorku.ca	**Social inclusion/exclusion of gender and sexually diverse (LGBTQ) populations in social policy and service provision and the degree of their recognition as distinct communities in cultural, systemic and structural contexts as well as a critical analysis of the LGBTQ social movement and queer liberation theory.**
O'Connell, Anne *Associate Professor*	aoconnel@yorku.ca	**Colonial and racial history of social policy/social welfare and its contemporary effects; critical race theory; theories of whiteness; empire and globalization; community-based research.**
Poon, Maurice *Professor*	mklpoon@yorku.ca	**HIV/AIDS issues related to ethno- racial communities; violence in intimate gay relationships; diaspora and identity, particularly related to gay Asian men; issues about diversity and social justice; queer and critical race theory; discourse analysis; community based-action research.**
Pyne, Jake *Assistant Professor*	jpyne@yorku.ca	**Transgender Studies; Critical Disability Studies; Critical Autism Studies; Fat Studies; Queer of Colour Critique- Neurodivergence / Neuroqueer Community**
Rattner, Maxxine *Assistant Professor*	maxxiner@yorku.ca	**Critical approach to disrupting and expanding dominant discourses about dying within palliative care.**

Schmidt, Catherine *Assistant Professor*	cjschmid@yorku.ca	**immigration policy; social policy; precarious migration, migrant rights and access to social programs; borders and bordering; uninsured healthcare access; reproductive justice; abortion access; motherhood and parenting; family support policies and programs; social reproduction**
Wong, Y.L. Renita *Professor*	rylwong@yorku.ca	**Critical social work; spirituality and social justice; mindfulness and contemplative critical social work pedagogy; decolonizing social work education; nation and colonial knowledge production in social work; discourse analysis**

Professor Emeritus

The following faculty members are unable to supervise doctoral students but can sit on a committee.

Heron, Barbara *Professor Emeritus* bheron@yorku.ca	Social construction helping identities; critical race theory; interlocking systems of oppression; North- South relations of power; international social work.
Macdonald, Grant *Professor Emeritus* grantm@yorku.ca	Research methodology; chemical dependence and social support; computer technology and social welfare
Matsuoka, Atsuko *Professor Emeritus* atsukom@yorku.ca	Gerontological social work; ethics and aging; strengths-based critical social work; ethnicity and social work; immigrants, refugees and diaspora populations; mental health recovery; animals and social work.
McGrath, Susan *Professor Emeritus* smcgrath@yorku.ca	Community organizing; social development; social movements; critical social work practice; role and function of third sector/civil society; social support processes for survivors of torture; refugee and forced migration issues.
Swift, Karen *Professor Emeritus* kswift@yorku.ca	Application of critical theory to social work; feminism and women's issues; child welfare policy and practice; risk and risk assessment; poverty; organizational analysis
Hayden, Wilburn *Professor Emeritus* whayden@yorku.ca	Race and racism, disadvantaged communities, Appalachia and Black Appalachians, and race in Canada.

Razack, Narda *Professor Emeritus* nrazack@yorku.ca	Critical international social work; North- South relations; race, space and postcolonialism; identity and diversity; Caribbean diaspora; anti-oppressive practice.

Program Objectives

In keeping with the mission statement of the School of Social Work, the PhD program provides students with an opportunity for advanced scholarship related to the development and practice of critical knowledge, theory, skills, and approaches to social work. The program is research based and emphasizes the development of social work knowledge that is applicable to goals of equity, social justice, and anti-oppression. The School is committed to developing and maintaining the highest standards of quality in teaching and research.

An ongoing goal of the program is to produce graduates who are committed and prepared to create positive social change nationally and internationally. In particular, the program provides graduates with the ability to:

- Conduct independent and original research in pursuit of knowledge and excellence in social work.
- Provide leadership in the promotion of social justice and anti-oppressive practice and in the creation and support of processes of social transformation.
- Acquire and expand knowledge about the range of critical literature in social work and related fields of social research
- Recognize the importance of the role of social work in resisting oppression both locally and globally
- Develop critical understanding of the relationship between theory and practice
  Influence public policy based on reliable and relevant social research

Graduates of the program will be well-prepared for careers in university teaching, policy analysis, research, and social administration at local, national, and international levels. Graduates will be equipped not only with excellent research knowledge and skills but also with the critical perspective to evaluate research from the perspective of its relevance to social justice goals.

Mission Statement

The School of Social Work, York University, is committed to social work education which develops practice strategies for human rights and social justice and thus affirms that personal experiences are embedded in social structures.

Through research, curriculum, and critical pedagogy the School will:

- address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, age and ability;
- develop a critical appreciation of the social construction of reality;
- promote an understanding of how values and ideologies construct social problems and how they construct responses;
- prepare students to be critical practitioners and agents of change.

Intellectual Development and Educational Experience of the Student

Students enter the program with a wide range of research interests relevant to social work. They are expected to develop a broad understanding of critical approaches to social work and to apply these concepts to their own areas of interest. Required coursework and readings, the comprehensive examinations, and the supervision of dissertation research are organized to facilitate this process.

The program is designed to allow students to engage in both broad and in-depth study of the field of social work in their first year of study. They will explore a variety of research designs and methodologies as well as data analysis at an advanced level. In addition to core courses, students have the opportunity to select elective courses that match their individual interests and planned dissertation research. Students benefit from the opportunity to both review and expand their exposure to knowledge in the field of social work prior to embarking on an original research project. As professionals who may not have experienced intensive research training at the MSW level, students will also benefit from a comprehensive research- based course of study.

The **comprehensive stage** of study assists students to consolidate their knowledge as well as to explore in considerable depth knowledge related to their particular area of study. The structure of the comprehensive examinations is designed to ensure that most students go through the program as a cohort, benefiting from mutual learning and helping to ensure that students continue at a constructive pace.

In the **dissertation stage**, students embark on an original study in their field of interest. They are guided throughout this process by a Supervisor, chosen by the end of Year One. The School will ensure that students have sufficient opportunities to become familiar with teaching faculty and their areas of research during this period.

Students are encouraged to participate in the activities of the School, including speaker series, special events and student organizations. They also may have an opportunity to teach in the Bachelor of Social Work program and to gain experience as research assistants.

Program Administration

The program is administered by the Graduate Program Director (GPD), who is appointed by the Dean of the Faculty of Graduate Studies. This position is rotated for three-year periods. The GPD works closely with the Director of the School of Social Work, other school administrators, faculty, and staff.

The School also has a Graduate Executive Committee, comprised of the Graduate Program Director (Chair), Graduate program staff, at least three faculty members who have been appointed to the Faculty of Graduate Studies, between one and two MSW students (preferably selected by the Social Work Association of Graduate Students), and one doctoral student. The Executive Committee is responsible for developing and approving major policy positions to be forwarded to the School's Faculty Committee.

Structure of the Program

The program is designed as a full-time doctoral program. While it is possible that some full-time students will complete the program in four years, it is likely that most students will take five years to complete this PhD program.

All students will complete seven three-credit courses, comprehensive exams, and a dissertation based on independent research (see timelines below).

Program Timeline

	Coursework	Comprehensive Paper & Dissertation
Fall Year 1 (Term 1)	7010 Epistemology 7020 Research Methodology	
Winter Year 1 (Term 2)	7000 Social Justice 7030 Data Analysis	
Summer Year 1 (Term 3)	1 or 2 Elective(s)	**Seek Supervisor**
Fall Year 2 (Term 4)	1 or 2 Elective(s) 7040 Doctoral Seminar	**Establish Comprehensive Paper Committee (supervisor and second reader) and start working on Comprehensive Paper Outline Plan**
Winter Year 2 (Term 5)	7040 Doctoral Seminar (cont'd)	**The supervisor and the second reader meet with the student to provide feedback on their Comprehensive Paper Outline Plan no later than April 30**
Summer Year 2 (Term 6)		**Comprehensive Paper Writing (a max of 4 months)**
Fall Year 3 (Term 7)		**Passing of Comprehensive Exam no later than Dec 10**
Winter Year 3 (Term 8)		**Establishment of Dissertation Supervisory Committee; Dissertation Proposal**

Summer Year 3 (Term 9)		**Research and Writing**
Fall Year 4 (Term 10)		**Research and Writing**
Winter Year 4 (Term 11)		**Research and Writing**
Summer Year 4 (Term 12)		
Fall Year 5 (Term 13)		**Potential February Convocation**
Winter Year 5 (Term 14)		**Potential June Convocation**
Summer Year 5 (Term 15)		
Fall Year 6 (Term 16)		
Winter Year 6 (Term 17)		
Summer Year 6 (Term 18)	**Max Term of Full Time Study**	

Annual Progress Reports

In the spring of every year, all PhD students are required to submit a progress report that clearly outline what progress has been made toward completion, and what the upcoming objectives are. The plan must be approved by the student's Supervisor. An update of this report must be submitted by the student for approval by the Supervisor every spring. Should there be concern about the student's academic progress, the Graduate Program Director may contact the student and their supervisor. According to FGS Policy, "Reports 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."

Coursework

Students are required to take five 3-credit core courses and two 3-credit post-MSW electives.

These courses do not need to be taken in any particular sequence, except for SOWK 7020 & 7030. Electives can be taken simultaneously with core courses or following completion of core courses. All students are expected to complete four core and two post-MSW elective courses by the end of the first four terms of study. The Doctoral Seminar is the final course and will normally be taken in Year Two (terms four and five).

Detailed Course Descriptions

Core Courses

SOWK 7000 3.0: Social Justice within a Social Work Context. This course explores social justice in the context of social work by examining the relations between redistribution and recognition. The impact on social work perspectives of theories of social justice that

analytically integrate material relations and identity politics is considered.

SOWK 7010 3.0: Epistemology. This course offers critical perspectives on the knowledge bases that inform and challenge social work today. Foundational philosophical approaches from the era of the Enlightenment to today, and various critical responses are covered, and their implications for social work considered.

SOWK 7020 3.0: Seminar on Research Design and Methodology. This course examines a wide range of research designs and methodologies which are appropriate for answering social work questions. Both quantitative and qualitative designs are examined. Emphasis is placed on examining research questions relevant to social work and selecting appropriate methods for answering these questions.

SOWK 7030 3.0: Quantitative and Qualitative Data Analysis. This course is designed to develop and enhance students' skills in the analysis and interpretation of both quantitative and qualitative data. Emphasis is placed on issues and techniques of data analysis and interpretation.

SOWK 7040 3.0: Doctoral Seminar. This course facilitates the collaborative examination of key professional concerns for social work researchers and academics towards advancing students' scholarship. Topics include funding proposals, conference presentations, publishing, and strategies and resources for the comprehensive paper process. Students are expected to submit a comp paper outline to their committee and a scholarly work such as conference presentation, journal publication, or scholarship application.

Electives

All post-MSW graduate electives are eligible.

SOWK 6125 3.0 – Statistical Literacy and Critical Reasoning: This course is designed to enhance social work researchers' and practitioners' ability to understand and analyze the computation and interpretation of social statistics, the assumptions and logic of quantitative methods, and their uses and misuses. A secondary objective is to develop critical reasoning and analysis skills through demystifying the use of numbers in social research and increasing confidence in evaluating statistical concepts and claims. [Recommended perquisite: At least one undergraduate or graduate level statistical analysis/quantitative research course]

SOWK 7100 3.0: Social Work from Classical Liberalism to Neoliberalism. The course provides a searching reassessment of defining moments in the history of Canadian social work. Dominant social philosophies and social work practice modalities are extrapolated to discover why poverty and marginalization are still the main social problems.

SOWK 7110 3.0: Pedagogical Reflections on Social Work Practice. This course prepares doctoral students to act as effective university instructors and encourages the development of knowledge and skills for teaching critical social work.

SOWK 7905 3.0: Doctoral Career Development Skills. Through a philosophical critical reflective process this course provides doctoral social work students with skills to determine their career path with a PhD based on their research interests, professional skills, and personal aspirations. Both academic and non-academic career paths are explored with corresponding career development assignments to prepare students for their future doctoral careers.

Cross Listed Electives

Social Work 6112 3.0: Quantitative Analysis. The course focuses on the use of regression models to analyze surveys and other social data. Assuming no prior background, it covers the statistical basics, model building strategies, model assumptions and the interpretation of results.

Social Work 6120 3.0: Survey Research Methods. A complete introduction to the theory and practice of survey research, covering its historical development, research design, questionnaire and sample design and data collection.

Social Work 6121 3.0: Survey Design Practicum. This course provides a complete, hands-on experience in designing a survey, gathering data and analyzing it. Students will design a web- based survey and then collect data using facilities at the Institute for Social Research.

Note: Please note that not all of the above courses are offered each year. **Students are encouraged to select other elective courses at the graduate level at York, subject to approval of the Graduate Program Director.** Related disciplines in which to consider electives include, but are not limited to: education, health, psychology, sociology, history, social and political thought, and critical disability studies. Doctoral candidates shall not receive credit towards the PhD for more than one full course (6 credits).

Courses in Other Programs

Should you wish to enroll in courses that are external to the School of Social Work: either elsewhere at York University or at another university as an Ontario Visiting Graduate Student you will need to submit an official request form. For courses at another university, please check with the external graduate program to ensure that you are eligible to enroll in their course and submit the form to the Graduate Program Administrator for special permission. Students must describe, in detail, how the course they want to take outside of York meets their learning goals and needs, which no other courses at York can meet.

Comprehensive Paper

Timeline of the Milestone Exercise:

I. 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 supervisor must be recommended by the appropriate graduate program director for approval by the Dean of Graduate Studies no later than the end of the fifth term of study (end of second term of PhD II). **Students will not be able to register in the seventh term of study (the onset of PhD III) unless a supervisor has been approved.**

- A supervisory committee must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III). **Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a supervisory committee has been approved.**

II. Effective for the 2023 Entrance Cohort, student must submit the dissertation proposal (TD1) along with applicable ethics forms to FGS **by the end of term 9**. The consequence for missing this is a block on the student's registration until such milestone is achieved.

The comprehensive process will consist of the satisfactory completion of a comprehensive paper outline (3-page in length) and a comprehensive paper (50-pages in length, excluding references.

Purpose

An examination of the Comprehensive Paper is required in order to evaluate the student's mastery of theory and research in a selected area of social work. It requires the student to develop a critical capacity in research and writing which is fundamental to scholarship. The Comprehensive Paper is to be a critical assessment of theory, existing knowledge and research on a selected issue, policy, or problem area in the social welfare field. The Comprehensive Paper also forms the topical and theoretical background of the research question to be addressed in the Thesis. In other words, the literature research conducted for the Comprehensive Paper advances the preliminary work necessary for formulating the Thesis question. The Comprehensive Paper asks the following questions: What do we know about the topic/issue/problem? How do we know about the topic/issue/problem? What are the relevant knowledge and theory gaps?

Students are expected to demonstrate their capacity for the integration of ideas and their skills in scholarly inquiry and writing.
The goal of the Comprehensive Paper is to assess the candidate's ability in the following areas:

- The logical development and presentation of the salient aspects and history of the topic selected.
- The selection and use of relevant literature from a variety of areas of knowledge.
- The critical analysis and synthesis of theories that are relevant to the topic.
- The critical analysis and synthesis of relevant knowledge and research studies, attending to how the studies come to their findings/conclusion, i.e. how the adopted theories and methodology interact to influence the findings and knowledge being created.

Comprehensive Paper Committee

The Comprehensive Paper Committee comprises of the student's supervisor[1] and a second member who may be from within or external to the School of Social Work and will likely be a member of the student's Dissertation Supervisory Committee. Both members must be appointed to the Faculty of Graduate Studies. The second member is selected on the basis of their knowledge of the student's area of substantive and research interest. Also, since the second
member is often invited to be a member of the student's Dissertation Supervisory Committee; the assessment of the Comprehensive Paper introduces the background for the thesis research.

Paperwork for the Comprehensive Paper Committee – supervisor and second reader – (Appendix 1) must be submitted to the School's Graduate Office for record.

Comprehensive Paper Timeline

Each student has <u>a maximum of 28 months (7 terms)</u> to complete their Comprehensive Paper. If a student fails to complete or pass their Comprehensive Paper by the end of the 7th term, please be in contact with the Graduate Program Office for support.

	Coursework	**Comprehensive Exam**
Fall Year 1 (Term 1)	7010 Epistemology 7020 Research Methodology	
Winter Year 1 (Term 2)	7000 Social Justice 7030 Data Analysis	
Summer Year 1 (Term 3)	**1 or 2 Electives**	**Seek Supervisor**

A supervisor must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the fifth term of study (end of second term of PhD II). Students will not be able to register in the seventh term of study (the onset of PhD III) unless a supervisor has been approved.

Fall Year 2 (Term 4)	**1 or 2 Electives** **7040 Doctoral Seminar**	**Establish Comprehensive Paper Committee (supervisor and second reader) and start working on Comprehensive Paper Outline Plan**
Winter Year 2 (Term 5)	7040 Doctoral Seminar (cont'd)	**The schedule for the Comprehensive Paper will be communicated 20 business days before the student begins. Notice of any re-scheduling or change will be communicated 5 days prior to the beginning of the comprehensive paper process. Students requiring accommodations must contact the accessibility office well in advance of the comprehensive process.**
Summer Year 2 (Term 6)		**Comprehensive Paper Writing (a max of 4 months)**
Fall Year 3 (Term 7)		**Passing of Comprehensive Paper no later than Dec 10**

Comprehensive Paper Process

1. Comprehensive Paper Outline Plan

Following the selection of a topic area, and a preliminary review of the pertinent literature, the student develops an outline plan for the Comprehensive Paper. Its purpose is to require the student to develop a focus for addressing the critical analysis of relevant knowledge and research materials.

1.1. Recommended Outline Components

Study Focus: Provide a clear statement of the issue, policy, or problem area which you plan to examine. Provide a brief overview of the selected topic. State your rationale for pursuing this topic of interest.

Theoretical Perspectives: Provide the main theoretical perspectives relevant to your topic that you plan to review. Provide a rationale for choosing these perspectives. Indicate what will be excluded from your critical analysis of theoretical perspectives and why.

Existing Knowledge and Research Literature: Provide the main area(s) of research studies and/or knowledge gathered from Knowledge Keepers[2] related to your chosen topic of interest.

[2] We recognize that Indigenous students whose work is grounded within Indigenous worldviews may learn and gather knowledge from Elders and/or Knowledge Keepers from their communities as an integral part of their literature review and comprehensive exam.

Provide a rationale for the knowledge and research studies that will be included in your analyses. Indicate which areas of the research literature and knowledge gathered from Knowledge Keepers will be excluded and why.

Reference List**:** Provide a list of 50-75 references to be read for the Comprehensive Paper.

The Comprehensive Paper Outline Plan will be around 3 pages, excluding the references.

1.2. Feedback on the Comprehensive Paper Outline Plan

The supervisor and the second reader will meet with the student to provide feedback on their Comprehensive Paper Outline Plan no later than April 30 in Term 5 of the students' doctoral study. Following the meeting, the student will begin the writing of their Comprehensive Paper. The supervisor will submit paperwork for the Comprehensive Paper Examination (Appendix 1) to the School's Graduate Office for record.

2. The Comprehensive Paper

The student has a maximum of four months to complete the Comprehensive Paper upon meeting with the Comprehensive Exam Committee. The Comprehensive paper is considered a form of examination and a piece of independent work by the student. The student is expected to work on their own in the writing of the paper. However, students may consult with their supervisor about key issues or directions that arise during the writing of the paper. The student develops the Comprehensive Paper according to the Comprehensive Paper Outline Plan. A logical ordering of the reviewed literature and/or knowledge gathered from Knowledge Keepers follows the introduction of the study topic. The synthesis of both theoretical and research perspectives on the study topic is presented in a coherent, concise fashion. Types of conclusions to be reached based on the analyses may include, for example:

- integration of not-yet-connected bodies of literature and/or knowledge gathered from Knowledge Keepers;
- identification of research gaps in theories, substantive knowledge and/or methodologies;
- development of the theoretical framework resulting from the critical analyses of the theoretical and research literatures, and/or knowledge gathered from Knowledge Keepers;
- implications for the doctoral research direction and/or research question

The Comprehensive Paper will be around 50 pages (excluding references), typed double-spaced. The paper should be carefully edited prior to submission. The student may engage an editor for this purpose.

The title page **must include** the following statement:

"This Comprehensive Paper is an independent piece of work submitted in partial fulfillment of the requirements to be met prior to formal approval of a doctoral proposal for a doctoral thesis in social work."

2.1. Comprehensive Paper Assessment

The Comprehensive Paper is assessed by the student's supervisor and second reader. The Student has a maximum of four months to independently write the Comprehensive Paper upon meeting with the supervisor and the second reader where students receive feedback on their Comprehensive Paper Outline Plan.

Upon the due date agreed upon by the student and the supervisor and the second reader, the student will submit the Comprehensive Paper to the supervisor and the second reader, who are required to independently complete a written assessment report following specific guidelines (refer to Appendix 2). The student should receive the reports and the final assessment **within four weeks upon submission of the Comprehensive Paper**.

The supervisor and the second reader may share their assessment reports with each other and determine if the Comprehensive Paper is deemed satisfactory (i.e. passable) prior to providing the student with their reports and communicating to the student their final assessment. If the paper is deemed satisfactory (i.e. passable), the student passes the Comprehensive Paper. If the Committee deems the paper to be unsatisfactory (i.e. unpassable requiring substantial revisions), the student is considered to have failed and is then allowed one retake of the paper. The student is allowed a maximum of three months for this re-write. If the Committee evaluates the work to be unsatisfactory a second time, the student is then considered to have failed the paper and is withdrawn from the program. If the supervisor and the second reader are discrepant in their review of the Comprehensive Paper (one satisfactory and the other unsatisfactory) upon discussion, the Graduate Program Director, in consultation with the supervisor and the student, appoints a third independent assessor. At least two satisfactory (i.e. passable) assessments are needed for the student to pass the Comprehensive Paper. To review the goals of the Comprehensive Paper, please review the 4 bullet points noted on page 16.

Following notification that the Comprehensive Paper requirement has been satisfied, the supervisor is responsible for submitting documentation (Appendix 3 - Comprehensive Examination Report) to the Graduate Program Administrator (GPA) verifying the completion of the paper. The student submits to the GPA an electronic copy of the final Comprehensive Paper. This copy is catalogued and is subsequently available for doctoral students for reference purposes, with the student's permission and consent can be signed out by the doctoral students and faculty of the School of Social Work, York University.

Responsibilities (in regard to Comprehensive Paper) for Students, Supervisors, and Graduate Program Director/Assistant

The Graduate Program Director assigns the student a faculty advisor on a one-year term upon their admission to the program. The faculty advisor may or may not serve on the student's
Supervisory Committee. A responsibility of the faculty advisor is to consult with students about their Year 2 course selections, the goal being to assure that the courses taken provide

adequate preparation for students' scholarly agendas.

Checklist for Students

- Seek Supervisor starting Summer Year 1
- Confirm Supervisor and the second reader in Fall Year 2
- Consult with Supervisor on Comprehensive Paper Outline/Plan in Fall and Winter Year 2
- Submit Comprehensive Paper by the end of Summer Year 2

Checklist for Supervisors

- Appointment of Supervisor in Fall Year 2
- Confirm the student's Comprehensive Paper second reader by the end of Fall Year 2
  Submit Comprehensive Paper supervisor and second reader (Appendix 1) documentation to the Graduate Office by the end of Fall Year 2
- Schedule meeting with the second reader and student to provide feedback the student's Comprehensive Paper Outline Plan by April 30, Year 2
- Submit documentation (Appendix 1) on the agreed due date of Comprehensive Paper submission.
  Provide student the reports (Appendix 2, respectively from supervisor and the second reader) and final assessment of Comprehensive Paper within four weeks of submission Approval of Comprehensive Paper by Dec 10, Year 3
- Submit documentation (Appendix 3) within one week upon students' passing of the Comprehensive Paper.

Checklist for Graduate Program Director/Assistant

- GPD assigns faculty advisor on a one-year term to first year doctoral students upon admission.
- GPD, in consultation with the supervisor and the student, appoints a third independent assessor if there is discrepancy between the supervisor and the second reader on the passing or failing of the student's Comprehensive Paper.
- GPA files a copy of Appendices 1-3 in the student's file
- GPA catalogues passed Comprehensive Paper for other student and faculty's reference
- A review of the comprehensive exam process will be undertaken every 5 years by the Graduate Executive Committee with changes discussed and approved at Faculty Meeting.

Dissertation Supervisory Committee

A Dissertation Supervisory Committee must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III).

- Effective for the 2023 Entrance Cohort, student must submit the dissertation proposal (TD1) along with applicable ethics forms to FGS **by the end of term 9**. The consequence for missing this is a block on the student's registration until such milestone is achieved.

Students may establish this committee at any point prior to this deadline. **Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a dissertation supervisory committee has been approved**.

The Dissertation Supervisory Committee is comprised of at least three faculty members all of whom must be appointed to the Faculty of Graduate Studies. At least two members must be from the School of Social Work, and one must be external to the School. One of the members from the School of Social Work will be the student's chosen supervisor.

Paperwork for the Committee must be submitted to the School's Graduate Office. NB, Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

Supervision Guidelines for Students

By entering a graduate program, the student has made a commitment to devote the time and energy necessary to engage in research and write a thesis/dissertation which constitutes a substantial and original contribution to knowledge in a field. The supervisor has a right to expect from the student ability, initiative, and receptivity. It is the responsibility of the student to:

1. Conform to University, Faculty and program requirements and procedures for completion of the graduate degree, about such matters at research ethics, registration and graduation requirements, thesis/dissertation style and quality standards etc.
2. Develop, in conjunction with the supervisor and supervisory committee, an intended timetable for completion of all stages of the thesis/dissertation, and work to realize that timetable, meeting appropriate deadlines.
3. Meet regularly with the supervisor to review progress. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student's work, but should normally occur at least once a month, and not less than once each term. Interact with other members of the supervisory committee as appropriate.
4. Keep the supervisor and graduate program office informed of where the student may be contacted and respond appropriately to all communications received.
5. Prepare a Report on Progress for an annual meeting with the supervisory committee.
6. Give serious consideration to and respond to the advice and criticism received from the supervisor and the supervisory committee.
7. Recognize that the supervisor and other members of the supervisory committee may have other teaching, research and service obligations which may preclude immediate responses.
8. Recognize that where the student's research comprises a component of the supervisor's research program, and joint publication is envisaged, the responsibility for utilization of data and for publications is held jointly by the supervisor and student. In such cases, the thesis/dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.
9. Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the supervisor, the supervisory committee, and other scholars. The entire graduate program, including research and writing of the thesis/dissertation, shall be conducted under the strictest rules of ethics and academic honesty.

10. Every graduate student is required to complete the FGS Academic Integrity Module for incoming graduate students. Each student has final responsibility for their academic honesty, it is incumbent on them to ensure the academic integrity of their primary research, and of the interpretations relating to such research.

Supervision Guidelines for Faculty

Faculty who agrees to supervise doctoral students also have guidelines which shape the supervisory relationship. They are found on the FGS website.

Dissertation

The dissertation is the major academic work for doctoral students. It takes place in three phases that mirror the comprehensive process: the proposal, research and writing, and the oral exam.

The Proposal

For a doctoral dissertation, the dissertation supervisory committee must review the student's research proposal and recommend its approval not less than six months prior to the date set for the oral examination.

The proposal is comprised of a literature review, which will largely be based on the comprehensive paper, research question (or questions) or problem, a plan for the collection of data, and planned method of analysis. In the case of a purely theoretical paper, the intended scope of the paper will be outlined. At a minimum, the proposal should contain a brief statement in non-technical language on the purpose of the thesis/dissertation research, its relationship to existing work in the area, and the contribution which the researcher hopes to make to the advancement of knowledge in the field. In addition, the proposal includes a title, the name of the supervisor and the supervisory committee. The title should indicate as clearly as possible the area of research, but it is understood that this title may change. The recommended maximum length of a proposal is 3,500 words.

As indicated on Form TD1: Thesis/Dissertation Research Submission, submission of the proposal to the Office of the Dean, Graduate Studies, includes submission of the relevant research ethics forms (including one copy of the TD1, one copy of the TD2, a certificate of completion of the Course on Research Ethics, and one copy of the Informed Consent Document(if the research is deemed minimum risk please refer to these documents…) or the Script for Verbal Informed Consent) and documentation. For more information, please refer to the Research Ethics section of the FGS Website. Students whose research

involves Indigenous/Aboriginal Peoples are required to follow the Indigenous Research Ethics Process [please login York Passport account for access].

Following approval of the proposal by the supervisory committee, students must submit one or more copies of the proposal to the Graduate Program Director. After confirming that the relevant Faculty and internal program requirements have been satisfied, the Program Director is responsible for submitting the proposals to the Office of the Dean, Graduate Studies.

Research and Writing

In this phase the student will be implementing the dissertation proposal which will usually involve the collection and analysis of data, the presentation of results, and a discussion of their implications. The student's progress shall be monitored as above by the Supervisor and the committee.

Oral Exam

Doctoral Dissertation Exam Committees

Composition of Committee

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 program director;

c. one graduate faculty member at arm's length from the dissertation, and normally from outside the program, recommended by the program director;

d. two graduate faculty members from the supervisory committee, or one member from the supervisory committee and one graduate faculty member from the program.

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. Such recommendations are to be accompanied by a brief rationale and an up-to-date curriculum vitae, which may be attached to the Recommendation for Oral Examination Form.

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.

Only under rare, exceptional, and compelling circumstances can an oral examination proceed in the absence of the external examiner, and only with the express permission of the Dean. In such circumstances, the following conditions must be met:

- the external's absence must be unplanned and unavoidable (i.e. it must have been the initial intent that the external would be present);
- a written assessment of the dissertation must be received before the scheduled examination, including certification that the dissertation is examinable, and identification of any areas that need revision, or questioning and clarification at the oral exam.
  However, if the external examiner feels that the result of the examination depends upon the oral exam, then the external examiner shall be present, or the oral exam will be postponed until the external examiner can be present or an alternative external examiner is appointed.

Approval Timelines

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 20 business days before the date set for the oral examination.

Copies of the doctoral dissertation approved by the supervisory committee must be provided to the members of the examining committee no less than 20 business days before the date of the oral examination. (The oral exam may be held less than 20 business days from the time copies are sent to the examining committee provided all parties agree.)

Approval Process

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.

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 director via submission of a Recommendation for Oral Examination Form.

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

Selection of External Examiner

External Examiners are expected to be established academics and recognized experts on the subject of the dissertation research. They must be at arm's length from the student and/or their research, as well as from the supervisor[1], and have no conflicts of interest which might impact their ability to perform the duty of assessment of the dissertation and its oral defence by the candidate[2]. Normally they are members of a graduate Faculty at another university. Students may not initiate the invitation to external examiners; this is the responsibility of the program director and/or the supervisor.

Following approval by the Dean of the program's external examiner recommendation, a formal letter of invitation will be written by the Dean to the external examiner, offering the examiner an honorarium of $250. Graduate programs who choose to have an external examiner attend in person, are responsible for any expenses related to it and will need to have those expenses approved in advance by their anchor Faculty Deans office. They will also be responsible for processing the expense claim in Concur on behalf of the external examiner.

The program assistant or the supervisor (not the student), should send the external examiner's copy of the dissertation. The copy must be received by the external examiner at least 4 weeks prior to the exam. It should be accompanied, at the minimum, by generic instructions and notification that the Dean's official letter of invitation will follow.

The following generic instructions should be used when sending a copy of the dissertation to the external examiner.

Enclosed is your copy of the dissertation for [student's name] at whose oral examination you will serve as the external examiner.

As the external examiner, you are recognized as being an eminent person in the field of the dissertation, whose assessment will be treated as the standard by which the quality of the candidate's work will be measured. As a voting member of the committee, you do not have a formal power of veto, but the exam committee must have substantial reasons for not accepting your recommendation, especially if the recommendation is negative.

Five business days before the date set for the oral defence, please send a written assessment of the dissertation to Dean, Faculty of Graduate Studies. This written assessment may be sent by mail (Office of the Dean, Faculty of Graduate Studies, 230 York Lanes, York University, 4700 Keele St, North York, Ontario, M3J 1P3), by FAX (416-736- 5592) or by e-mail to the appropriate Graduate Milestones Coordinator.

The written assessment report should:

- outline the strengths and weaknesses of the dissertation
- be more than a statement of errata and/or questions you would pose to the student
- contain an explicit statement indicating whether the dissertation is examinable
- be written with the understanding that should the dissertation be nominated for a Dissertation Prize, the report will form part of the nomination papers
- This report will be distributed to the program director and members of the Examining Committee before the examination.
- Where the Committee deems it advisable and if you agree, the report may be made available to the student at the end of the examination.
- If you have serious doubts about the examinability of this dissertation, please contact the Graduate Program Director «GPD name» (416-736-2100, ext. «GPD telephone») or the Dean at 416-736-5329 at least five business days before the date of the oral.

The formal invitation from the Dean of the Faculty of Graduate Studies will follow shortly. Thank you for your participation.

Dissertation can be sent by e-mail or delivered to an Ontario University or home delivery. A follow-up e-mail or phone call should be made to the external examiner to ensure the dissertation was received.

The external examiner will be asked to submit written comments one week in advance of the oral examination. These comments may be made available to the candidate after the oral, with the external examiner's permission.

Scheduling of Doctoral Dissertation Oral Exams

Approval of Date, Time and Location of Oral Examinations
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 via submission of a Recommendation for Oral Examination Form.

Oral examinations for doctoral dissertations shall be held normally no less than 20 business days from the date on which copies of the completed dissertation approved by the supervisory committee are sent to each member of the examining committee. The oral exam may be held less than 20 business days from the time copies are sent to the examining committee provided all parties agree.

The student must be registered as active for the term in which the oral exam is scheduled to take place.

Number and Nature of Dissertation Copies Required for an Oral Exam

Number of Copies

The number of copies of a dissertation required for an oral exam depends upon the number of members on the exam committee. A dissertation exam committee consists of at least five voting members, including the Chair. However, it is often the case that more than five copies of the dissertation are required for an oral exam. The dissertation supervisor or program director will inform the student how many copies of the dissertation are required for the exam.

Nature of Copies

The student is responsible for ensuring that all members of the exam committee have an e-copy of the dissertation. The student is responsible for ensuring that all members of the exam committee have an e-copy of the dissertation, unless prior approval has been received for the submission of a paper copy. (If paper copies are submitted for the oral exam, the pagination and formatting of each page of the paper copies and the e-copies must match.)

For a complex electronic dissertation, the student is responsible for ensuring that all members of the exam committee have an e-copy of the written component of the dissertation, unless prior approval has been received for the submission of a paper copy. (If paper copies are submitted for the oral exam, the pagination and formatting of each page of the e-copies and the paper copies must match). For the remaining component of the work, it is the student's responsibility to ensure that the work produced for the dissertation can be examined by the examining committee. 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/submit work in an unsupported format as part of the oral exam as long as the work is readily accessible by the exam committee and the student submits a written component.

For a multimodal dissertation, the student is responsible for ensuring that all members of the exam committee have an e-copy of the written component of the dissertation, unless prior approval has been received for the submission of a paper copy. (If paper copies are submitted for the oral exam, the pagination and formatting of each page of the e-copies and the paper copies must match.) For the remaining component of the work, it is the student's responsibility to make arrangements for the exam committee to view/engage in the non-written component.

Final Confirmation Prior to Oral Examination

Before an oral examination can be convened, a majority of the exam committee members must agree that the thesis is examinable. The graduate program director shall poll the members of the exam committee within 5 business days 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 thesis is examinable are required to give their reasons in writing to the student, the supervisor, and the Dean within 5 business days 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.

Participation in Oral Exam Through Alternative Means

The examination may be conducted in person, remotely by videoconference, or in hybrid format, the student's preference of which is to be considered. External examiners who would otherwise require local lodging will be asked to participate remotely via videoconference unless there is a demonstrable benefit to in-person participation. Local members of the examination committee are expected to participate in person, on campus.

Absence of External Examiner

Only under rare, exceptional, and compelling circumstances can an oral examination proceed in the absence of the external examiner, and only with the express permission of the Dean. In such circumstances, the following conditions must be met:

- the external's absence must be unplanned and unavoidable (i.e. it must have been the initial intent that the external would be present);
- a written assessment of the dissertation must be received before the scheduled examination, including certification that the dissertation is examinable, and identification of any areas that need revision, or questioning and clarification at the oral exam.
  However, if the external examiner feels that the result of the examination depends upon the oral exam, then the external examiner shall be present or the oral exam will be postponed until the external examiner can be present or an alternative external examiner is appointed.

Rescheduling an Oral Exam

With the consent of the voting members of the examination committee, the program director and the student, the Dean may approve a recommendation that an oral examination be rescheduled due to exceptional circumstances.

Use of Audio-Visual Equipment at Oral Exams

The use of audio-visual (AV) equipment at oral exams is governed by the following principles:

- AV equipment may be used for oral exam presentations, but the Faculty of Graduate Studies is not responsible for ordering supplies or equipment (e.g., overhead projectors).
- Audiotaping or videotaping of oral exams is not permitted.

Public Attendance at Oral Exams

The oral exam is a public academic event. Faculty members, graduate students and others may

attend oral exams at the discretion of the Chair of the exam committee. They may, at the discretion of the Chair, participate in the questioning. Only members of the exam committee may be present for the evaluation and for the vote at the conclusion of an oral exam.

Doctoral Dissertation Oral Exam Evaluation Guidelines and Reporting of Results

Evaluation Guidelines

- Doctoral dissertations submitted by students in partial fulfillment of degree requirements must be successfully defended at oral examinations. The oral examination will center on the dissertation.
- The dissertation oral examination requirement is met if one of the following situations exists:
    - if the committee accepts the dissertation with no revisions; or,
    - if the committee accepts the dissertation with specified revisions.
- 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.
- In cases where there are no more than two votes for major revision or one vote for failure, then specified revisions are expected.
- A dissertation is referred for major revision if any of the following conditions exist:
- the committee agrees that the dissertation requires substantive changes in order to be acceptable; or,
    - there are two votes for failure: or,
    - there is one vote for failure plus a minimum of one vote for major revision: or,
    - there are at least three votes for major revision.
- 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:
        - the committee will reconvene within twelve months to continue the oral examination; or,
        - 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.

- 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 10 business days.

- 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 10 business days.

- 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 10 business days.

Reporting of Results

The results of the oral exam, as determined by the exam committee in accordance with the evaluation guidelines described above, are reported to the Office of the Dean, Graduate Studies, via the Oral Examination Report Form. The form should be signed by the Chair of the exam committee and should include, where appropriate, details regarding any required revisions under "comments".

In accordance with the evaluation guidelines described above, the Oral Examination Report Form requires that the committee reach one of the following four decisions:

1. Accepted with No Revision
2. Accepted Pending Specified Revisions
   The nature of the revisions should be agreed to by the exam committee and reported in detail on Oral Examination Report Form under "comments". Specified revisions must be completed within six months of the date of the oral exam. Specified revisions must be completed within six months of the date of the oral exam. It is the responsibility of the supervisor to ensure that all of the specified revisions are made, and the Chair will confirm that this is the case. Approval of specified revisions should be reported to the Office of the Dean, Graduate Studies, via the Revisions Approved Memorandum or via email to the Graduate Milestones and Progression Coordinator. (Link)
3. Referred Pending Major Revisions
   In cases involving a referred pending major revisions decisions, 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 Chair whether they feel the stipulated requirements have been met.

Please note that a clear consensus must be reached by the committee as to the extent and nature of the revisions required. Detailed reasons for referring pending major revision must be supplied in writing by the Chair of the exam committee to the Dean, the program director and the candidate concerned within 10 business days.

Approval of major revisions should be reported to the Office of the Dean, Graduate Studies, via the Revisions Approved Memorandum or via email to the Graduate Milestones and Progression Coordinator.

4. Failed
   In the event of failure, detailed reasons must be supplied in writing by the Chair of the exam committee to the Dean, program director and candidate within 10 business days.

Oral Exam Procedural Guidelines

- For all doctoral dissertation oral exams and for those master's programs that require an external or outside examiner, the written comments provided by the external examiner will be made available to the committee prior to the oral exam.

- At the oral exam, the student may be given the opportunity to present an oral summary of their 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 befollowed 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, use their discretion as to the appropriate closing point. For a master's thesis, a general guideline for the length of the oral exam is approximately 10 to 20 minutes for presentation (if applicable) and 1.5 hours for questioning. For a doctoral dissertation, a general guideline for the length of the oral exam is 20 to 40 minutes for presentation (if applicable) and 2 hours for questioning.

- After the candidate and any observers have left the room, the exam committee will discuss the work and the oral defense of that work, the discussion beginning

with the external examiner's remarks.

- The Chair of the exam committee will then assess the committee's opinion from the discussion.
- If there is no consensus, the Chair of the exam committee will call for a vote to determine the outcome of the oral exam. The outcome of the vote shall be governed by the master's thesis oral exam evaluation guidelines and doctoral dissertation oral exam evaluation guidelines.
- In cases of *accepted pending specified revisions*, the nature of the revisions will be agreed to by the exam committee and reported in detail by the Chair in the "comments" section of the Oral Examination Report Form.
- In cases of *major revision*, the Chair of the exam committee will confirm which of the following two procedures, agreed upon by the committee before the exam is adjourned, will 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 Chair whether they feel the stipulated requirements have been met.
- After the exam committee has reached a decision, the candidate will be recalled and informed by the Chair of the outcome of the examination. Should revisions be required, their exact nature will be transmitted to the student by the Chair.
- The written comments of the external examiner will, with their permission, be provided to the student and program director.
- The Oral Examination Report Form will properly be completed (including, where appropriate, a clear description of required revisions) and signed by the Chair and returned to the thesis coordinator in the Office of the Dean, Graduate Studies.
    - In cases of *accepted pending specified revisions*, it is the responsibility of the supervisor to ensure that all of the specified revisions are made, and the Chair will confirm that this is the case. Specified revisions must be completed within six months of the date of the oral examination. Approval of specified revisions should

      be reported to the Office of the Dean, Graduate Studies, via the Revisions Approved Memorandum or via email to the Graduate Milestones and Progression Coordinator
    - In cases of *referred pending major revisions* or *failure*, the Chair will provide detailed reasons for the exam committee's decision in writing to the Dean, program director and student within 10 business days of the oral exam. When major revisions have been completed satisfactorily as decided by the exam

committee, the Chair should report approval of the major revisions to the Office of theDean, Graduate Studies, via the Revisions Approved Memorandum or via email to the Graduate Milestones and Progression Coordinator.

Continuous Registration

The Faculty of Graduate Studies does not have an option whereby students can "stop out" for a term and then re-enter their program of study. Graduate students are required to register in each term until the completion of their degree as either a full-time or part-time student. For leave of absence petitions please see this website. For students who need to withdraw in good standing please refer to this link.

If a student withdraws or is withdrawn by the Faculty for failure to maintain continuous registration, the student will be required to petition for reinstatement (if eligible) and may be required to pay fees for the intervening term. In cases where the student has been withdrawn for some time, the student may have to reapply for admission in the program. Readmission is at the discretion of the GPD and FGS.

Entrance Funding

Funding for doctoral students is largely governed by the CUPE Collective Bargaining Agreement. In their first year, doctoral students need to submit a blanket application ASAP to undergraduate programs where their expertise and academic background are suitable to conduct tutorials and mark undergraduate papers. In second year and beyond, all doctoral students must submit blanket applications to all appropriate programs by January 31.

York Graduate Funding

Current Academic Year

MSW | MSW Advanced Standing | PhD

Domestic

Funding	Value
York University Fellowship	5,403
Employment*	21,517
Research Assistantship	0
Package Total	**26,920**

Annual Funding Summary Years 1 - 5

International

Funding	Value
York University Fellowship	8,467
Employment*	30,677
Research Assistantship	0
Package Total	**39,144**

Annual Funding Summary Years 1 - 5

Scholarships and Awards

Students are highly encouraged to apply for external awards. Most common are SSHRC and OGS. The School holds information sessions in the Fall to coach students in how to effectively apply for these opportunities. More specific information on the variety of student funding sources is available on the FGS website.

Diplomas and Certificates

Although none are coordinated by the School of Social Work, there are a variety of diplomas and certificate programs available at York University. All have a coordinator situated in their home program and many can be completed in parallel with your graduate degree. If you would like to consider one of these options you are encouraged to consult the websites of allied programs, plan your electives accordingly, and enroll as per the specified program's requirements.

Regulations

It is the student's responsibility to familiarize themselves with faculty regulations and university regulations which include such matters as:

- Grading
- Degree requirements
- Petitions
- Codes of conduct
- Academic honesty
- Disruptions or Cessations of University Business due to Labour Disputes or Other Causes

Student Life

There are many opportunities to become involved with the university community. Please visit the many links available to organizations, athletics, and other aspects of student life.

Social Work Graduate Students Support and Services

PhD Resources

PhD Student Lounge

There is a PhD student lounge located on the 8th floor of the South Ross Building Room 854. This room contains a number of desks, computers, and a printer. All of the computers have internet access. There is also a kitchen designated exclusively for doctoral students, faculty and staff. It is Room S818 of the South Ross Building.

Graduate LISTSERV

An electronic announcement board (listserv) is established each year as a way for the Graduate Program Director and Program Assistant to communicate with the students. The listserv is comprised of graduate faculty members, staff and students.

Information relayed includes upcoming conferences and seminars, financial awards, employment positions, and program deadlines and information. Please ensure that you

inform the Graduate Program office of a change in e-mail address.

There is also a listserv for all the Social Work PhD students. (MSW & PhD)

Student Lockers

Lockers, on the 8th floor of the Ross Building, are available to students. Indicate in writing to the Graduate Program Assistant the locker you have claimed for use and put a lock on it.

CUPE 3903

All TAs and GAs are covered under the CUPE 3903 Collective Bargaining Agreement. CUPE offers a health plan among many other benefits and students are encouraged to familiarize themselves with the details provided on the CUPE 3903 Website.

Social Work Association of Graduate Students (SWAGS)

The Social Work Graduate Student Association represents the voice of graduate students in the program, providing leadership and opportunities for those interested in organizing and participating in student events and activities. This association is an initiative of the students.

Over the years the Association has hosted student events such as Seminar Series and Workshops, has supported social justice events in the city, and has participated on Social Work Faculty committees. The Association has representatives on the following committees: Social Work Practicum Committee, Social Work Graduate Executive Committee, Faculty of Graduate Studies Council, and Graduate Student Association.

Interested students are invited to attend meetings. Please refer to the PhD Bulletin Board in the Graduate Student's Lounge at the School of Social Work for times and locations of these meetings or write them at: yswags@yorku.ca

York University Graduate Student Association (YUGSA)

The Graduate Student Association is a student government body, funded by the university. All program level student associations are part of this student government body. Please contact the GSA directly or visit their website for further information.

Atkinson Centre for Mature and Part-time Students (ACMAPS)

ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Mandate of the centre includes raising awareness of issues that affect mature and part-time students across the university, leading and facilitating initiatives responding to the needs of these students, and advocating on their behalf.

Mental Health & Wellness Resources

Graduate Student Wellness Services

GSWS supports the mental health and well-being of York University graduate students through counselling services and specialized support and resources.

Student Counselling & Development and Student Accessibility Services

SCD offers personal counselling and workshops on a wide range of topics and provide community mental health consultation. The Centre also has a specialized learning disabilities program, social groups and workshops, a self-help program, and a learning skills program. Confidential counselling services are available free of charge to all York students.

Student Counselling, Health & Well-being

Student Counselling, Health & Well-being (SCHW) is a student service department within the Division of Students at York University. The primary aim of SCHW is to support students in realizing and developing their personal potential and manage the demands of university life.

The Centre for Sexual Violence Response, Support & Education

The Centre offers support and resources if you or someone you know has experienced or been impacted by any form of sexual or gender-based violence.

Keep Me Safe

Keep ME Safe offers free support tailored to the unique needs of students. Access real-time and appointment-based support for any school, health, or general life concern in multiple languages and cultures. And this is service confidential.

Good2Talk

Good2Talk provides free, confidential support services for post-secondary students in Ontario.

Centre For Human Rights, Equity & Inclusion

CHREI provides accessible, impartial, non-adversarial and confidential programs and services that uphold human rights.

Campus Services

Career Centre

The Career Centre is team of professional who work with students, alumni, staff, faculty and employers to support student and new graduates.

Scott Library

All York University students are issued a YU-card. The YU-card serves as your library card. Graduate students have the opportunity of getting an "extended 90-day loan" period from the library.

If you have any questions about social work library services, please contact the Social Work librarian at 416-736-2100 Extension 33392

York International

York International is here to assist all international students, as well as domestic and international students who wish to study or work abroad.

Learning Skills Services

Through SCLD (Student Community & Leadership Development) learning skill services support students with time management, how to study effectively and keep up with readings and course work.

Parking

To park at York University, it is advisable, and in the end probably cheaper and more convenient, to purchase a parking pass. Parking passes can be purchased from the Parking Office – phone number 416-736-5335.

Appendices (Comprehensive Paper)

Appendix 1

School of Social Work

Comprehensive Paper Committee and Examination Timeline

Student: _____

Student ID: _____

Supervisor: _____ Date: _____

Second Reader: _____ Date: _____

COMPREHENSIVE PAPER SUBMISSION DUEDATE: _____

(A max of 4 months upon meeting between student and supervisor and the second reader on the Comprehensive Outline)

Graduate Program Director: _____ Date: _____

NOTE: A copy of this completed form is supplied to the candidate and the Program.

Appendix 2 – Assessment of Comprehensive Paper Form

Submission Due Date: _____

Name of Student: _____

Title of Paper: _____

Name of Assessor: _____

In writing the assessment of the Comprehensive Paper, the assessor is asked to comment on each of the following criteria:

1. The logical development and presentation of the salient aspects of the topic selected
2. The selection and use of relevant theoretical literature from a variety of knowledge areas and/or disciplines
3. The critical assessment of related research literature and/or knowledge gathered from Knowledge Keepers
4. The analysis and synthesis of conceptual material
5. The articulation of a theoretical framework which integrates the salient issues identified through the critical analysis of the theories and research literature, and/or knowledge gathered from Knowledge Keepers
6. Quality and organization of writing

Indicate below one recommendation

1. Satisfactory and Passable

The Comprehensive Paper is judged to be passable, though it could be improved with minor revisions or modifications.

OR

2. Unsatisfactory and Unpassable

The Comprehensive Paper is judged to require substantial revisions. The student is advised to consult with the supervisor and then to revise the document for resubmission. A deadline of up to a maximum of three months, from the date of notification of the decision not to approve the paper, will be established for the purpose of resubmission.

A student who fails to receive unconditional approval of the paper after this attempt will not be permitted to proceed to a dissertation.

Date:_____ Assessor Signature:

Appendix 3

School of Social Work

Comprehensive Examination Report

Student Information

Surname:	**Given Name:**	**Student Number:**
Date of Submission:	**Program: Social Work**	**Degree: PhD**

ATTEMPT:	**FIRST** **SECOND**	☐ ☐
RESULTS:	**PASSED** **FAILED**	☐ ☐
COMMENTS:		

SIGNATURES

Supervisor: _____ Date: _____

Second Reader: _____ Date: _____

Graduate Program Director: _____ Date: _____

NOTE: A copy of this completed form is supplied to the candidate and the Program.