

New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

- 1. Program:** Psychology
- 2. Course Number:** PSYC 6066
- 3. Credit Value:** 3.0
- 4. Long Course Title:** Critical Methods in and for Psychological Research
- 5. Short Course Title:** Critical Methods
- 6. Effective Session:** Fall 2024
- 7. Calendar (Short) Course Description:** This course examines the use of critical, visual, and participatory methods in psychological research. It focuses on how selection of research method can be understood as a political choice in the production of psychological research and knowledge-making claims. The course will address the epistemological and ontological assumptions inherent in the choices researchers make toward the development and conduct of research.
- 8. Expanded Course Description:** This course examines the development, use, and integration of critical theory with research methods in psychology. This course will explore the epistemic foundations of methods development in addition to addressing the ontological assumptions inherent in the choice of particular modes of research currently utilized in psychological science. This course will explore visual, critical qualitative, and participatory orientations to research in addition to looking specifically at feminist, critical race, decolonial, and queer research methods on their own terms. The course will then evaluate their usefulness for inquiry in psychology and the production of psychological evidence. Methods will be examined for their use in science as well as the potential for broader societal impact (e.g. critical consciousness raising). Specific topics to be covered in this course include: survey marginalia, use of film-making and photovoice, oral history, the integration of social structure and the study of lives, and the use of ethnography (broadly defined) in psychology. This course will also provide the opportunity to explore the integration of critical theoretical and methodological perspectives with students' own intended research proposals across all areas of psychology.
- 9. Rationale:** This course is meant to enhance the training in critical qualitative research available to graduate students in the psychology department. Graduate students in HTC and other areas have expressed a desire for additional methods instruction in critical qualitative and visual methods, as well as requesting courses that allow engagement with the epistemological foundations of research methods in

psychology. This course will meet both of those needs. This course provides all graduate students in psychology with a learning opportunity that facilitates the integration of critical theory and their chosen research methods/areas of focus in psychology. This course builds on and extends, but does not overlap with, knowledge gained through courses such as *PSYC 6474 3.0 Introduction to Qualitative Research* or *PSYC 6061 3.0 Historiography of Psychology*. Students will gain additional exposure to both qualitative and critical methods currently being used in psychological research in addition to being able to integrate critical methods from outside of psychology. They will be encouraged to think critically, historically, and theoretically in the crafting of their own research questions and designs. This aligns with the learning outcomes of the Historical, Theoretical, and Critical Studies of Psychology area.

10. Evaluation: 100 points total for course evaluation

5 pts	1 pg	Research Question/Area of Interest Statement
10 pts		Class Participation/Reading Discussion
15 pts	5-7 pgs	Literature Review: Canonical Literature
15 pts	Group Pres	Methods Critique of an Empirical Study
20 pts	7-10 pgs	Literature Review: Critical Literature Integration
35 pts	15-17 pgs	Final Literature Review/ Research Plan Proposal

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources: Donald Brown, Michaela Hynie, Michael Pettit

14. Physical Resources: This course requires a seminar room with A/V equipment

15. Bibliography and Library Statement:

- Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (2015). Decolonizing Psychological Science: Introduction to the Special Thematic Section. *Journal of Social and Political Psychology*, 3(1), 213-238.
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- Brown, D. V. (2020). Self-structure singularity: Considerations for agential realism in critical psychology. *Personality and Social Psychology Compass*, 14(12), 1-11.
- Browne, K., & Nash, C. J. (Eds.). (2016). *Queer methods and methodologies: Intersecting queer theories and social science research*. London, UK: Routledge.
- Cahill, L. S. (2019). Blackgirl geography: A (re)mapping guide towards Harriet Tubman and beyond. *Girlhood Studies*, 12, 47-62.
- Clegg, J. W. (2022). *Good science: Psychological inquiry as everyday moral practice*. New York, NY: Cambridge University Press.
- D'Arcangelis, C. L. (2018). Revelations of a white settler woman scholar-activist: The fraught promise of self-reflexivity. *Cultural Studies <-> Critical Methodologies*, 18(5), 339-353.

- Fine, M. (2016). Just methods in revolting times. *Qualitative Research in Psychology*, 13(4), 347-365.
- Fine, M., Torre, M. E., Oswald, A. G., & Avory, S. (2021). Critical participatory action research: Methods and praxis for intersectional knowledge production. *Journal of Counseling Psychology*, 68(3), 344-356.
- Fisher, K. T. (2015). Positionality, subjectivity, and race in transnational and transcultural geographical research. *Gender, Place and Culture*, 22(4), 456-473.
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- Gordon, A.F., & Radway, J. (2008). *Ghostly matters: Haunting and the sociological imagination*. Minneapolis, MN: University of Minnesota Press.
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- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29-29.
- Hughes, S. A., & Pennington, J. L. (2017). *Autoethnography: Process, product, and possibility for critical social research*. Thousand Oaks, CA: Sage.
- Lovasz, N., & Clegg, J. W. (2019). The social production of evidence in psychology: A case study of the APA task force on evidence-based practice. In K. O'Doherty, L. Osbeck, E. Schraube, and J. Yen (Eds.), *Psychological studies of science and technology* (pp. 213-235). Cham, Switzerland: Palgrave Macmillan.
- Parker, I. (2020). *Psychology through critical auto-ethnography: Academic discipline, professional practice and reflexive history*. New York, NY: Routledge.
- Roberts, R. A. (2013). How do we quote black and brown bodies? Critical reflections on theorizing and analyzing embodiments. *Qualitative Inquiry*, 19(4), 280-287.
- Segalo, P. (2016) Using cotton, needles and threads to break women's silence. *International Journal of Inclusive Education*, 20(3), 246-260.
- Stoudt, B. G. (2016). Conversations on the margins: Using data entry to explore the qualitative potential of survey marginalia. *Qualitative Psychology*, 3(2), 186-208. <https://doi.org/10.1037/qup0000060>
- Tuhiwai Smith, L. (2021). *Decolonizing methodologies: Research and indigenous peoples* (3rd Ed). London, UK: Zed Books.
- Weis, L., & Fine, M. (2012). Critical bifocality and circuits of privilege: Expanding critical ethnographic theory and design. *Harvard Educational Review*, 82(2), 173-201.
- Wiggins, B. J. (2011). Confronting the dilemma of mixed methods. *Journal of Theoretical and Philosophical Psychology*, 31(1), 44-60.
- Zeller-Berkman, S., Barreto, J. and Sandler, A. (2020). Amplifying action: Theories, questions, doubts and hopes related to the "action" phase of a critical participatory action research process. *Harvard Educational Review*, 90(2), 229-242.

MEMORANDUM

York University Libraries

To: Michael Pettit, Professor, Department of Psychology, Faculty of Health

From: Marcia Salmon, Digital Scholarship Metadata Librarian, Content Development and Analysis

Date: Thursday December 21, 2023

Subject: Library Statement of Support–Critical Methods in and for Psychological Research (PSYC 6066)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as psychology and research methods.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- psychology, research methods

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers [support to researchers on digital publishing](#), open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings.

eBook Platforms:

- De Gruyter eBooks
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- APA PsycInfo
- PsycARTICLES
- Web of Science
- Scopus
- Medline
- CINAHL: Cumulative Index to Nursing and Allied Health
- Sociological Abstracts
- Applied Social Sciences Index and Abstracts
- Project Muse
- JSTOR

Canadian Content:

- Canadian Periodicals Index Quarterly (CPI.Q)
- Canadian Business and Current Affairs Complete (CBCA)
- America: History & Life
- Érudit

Reference Resources:

- Oxford Research Encyclopedia of Psychology
- Encyclopedia of Critical Psychology
- Britannica Online
- Universalis
- Oxford Bibliographies Online
- Oxford Reference Online
- Very Short Introductions (Oxford University Press)

Standards:

- Diagnostic and Statistical Manual of Mental Disorders, Volume 5

Newspaper/ Magazine Collections:

- Alternative Press Index
- Press Reader
- Factiva
- Eureka.cc
- Nexis Uni

Streaming Media:

- Sage Research Methods
- PsycTHERAPY

- Kanopy
- National Film Board (NFB)
- Curio.ca
- Audio Ciné

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- [Psychology Research Guide](#)
- [Social Sciences Research Guide](#)

Research Help

Online [research assistance](#) is available in both English and French via chat and email. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

Accessibility Services

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

Change to Graduate Program/Graduate Diploma Academic Requirements Proposal Form

Faculty of Health

The following information is required for all proposals involving a minor modification to graduate program/graduate diploma academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Graduate Program/Graduate Diploma:

Psychology

2. Effective Term/Calendar Year of Proposed Change(s):

Fall 2024

3. Proposed Change(s) and Rationale:

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a. A description of the proposed modification(s) and rationale, including alignment with academic plans.

The proposal is to specify the allowable MA thesis and PhD dissertation formats in the Psychology graduate program. The specific change will be to add the following sentence to the FGS calendar description of the program: “Acceptable thesis and dissertation formats are monograph or manuscript-based or related formats with the approval of the supervisory committee’. The proposal is being submitted in order to be in compliance with recent Senate approved policy & subsequent revised FGS guidelines.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of graduate program/graduate diploma learning objectives.

There are no changes to any requirements or learning outcomes.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

There are no changes being proposed. We are simply codifying existing practice. The wording of the calendar copy has been approved by FGS, the Faculty of Health, and the VP Academic office.

d. A summary of any resource implications and how they are being addressed.

No resource implications.

e. A summary of how students currently enrolled in the graduate program/graduate diploma will be accommodated.

This is not a change to our existing practice so this does not apply.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant graduate program/graduate diploma requirements as they will appear in the [FGS Academic Calendar](#).

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire graduate program/graduate diploma section, not just text that is being revised. Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Graduate Program/Graduate Diploma Information (Change From):	Proposed Graduate Program/Graduate Diploma Information (Change To):
We do not currently specify this information in the calendar. It is specified in the Psychology graduate handbook, which every student receives annually.	Acceptable thesis and dissertation formats are monograph or manuscript-based or related formats with the approval of the supervisory committee.

Please submit completed forms and required supporting documentation by email to hlthrsch@yorku.ca.

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Comprehensive Examination and Dissertation Proposal

The PhD Comprehensive Examination involves an in-depth review of two cognate topics and the dissertation grant proposal. Its purpose is to determine whether the student has sufficient mastery of the areas to continue in the graduate program. The first stage will be the cognate topics and the second stage will be the dissertation grant proposal.

STAGE 1: Cognate Topics shall be chosen to contribute to the student's overall knowledge of their area of specialization, without being directly related to the dissertation proposal. Two cognate topics are determined by and must be approved by the doctoral dissertation supervisor and two KAHS faculty members who are familiar with the topic areas (normally Supervisory Committee members). Candidates must be provided with a minimal reading list (range 5 – 10 articles) from the members. The cognate topic papers are intended to be an outline for examining the candidate rather than a comprehensive review. The expectation is that the papers take no more than three months to complete.

Cognate Topic Papers are intended primarily for examining the candidate. Each paper shall be submitted by the student (e.g. one on each cognate topic area) to each member of the examination committee at least 15 working days prior to the Cognate Topics Examination date. Each paper shall be no less than 10 double-spaced pages (excluding references).

The Cognate Topics Examination will normally occur within the first 4 terms of registration in the PhD program. Students who do not meet this deadline will be put on academic probation for term 5 of registration in the PhD program. Failure to meet this requirement after term 5 will result in withdrawal from the program for failure to meet academic standards.

Comprehensive exam procedures are updated by the Graduate Executive Committee as needed.

Accessibility and Accommodations

Students requiring accommodations are encouraged to contact the appropriate accessibility office at the university well in advance of the examination date. The Examination Committee is expected to support students who require accommodation, whilst ensuring the integrity of the examination process.

NOTE: *The student and Graduate Program Director must be made aware of the examination at least 20 working days prior to the examination date. The **Cognate Topics Examination Form must be completed and submitted by the student to Graduate Program Office no less than 15 working days prior to the examination date.** The supervisor and names of the faculty members who have selected the topics must each sign the form before submission. The examination date, time and name of the outside member must also be provided. The Graduate Program Office will*

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reserve the examination room along with audio/visual equipment and send a confirmation to the student and examination committee members via email.

The Cognate Topics Examination Committee will consist of the members who selected the topics plus one KAHS member at arm's length.

Responsibilities of the Cognate Topics Examination Committee

Doctoral dissertation supervisor and two KAHS members who are familiar with topic areas:

- Approve cognate topics in consultation with the student;
- Read the written work submitted by the student prior to the examination;
- Take part in the questioning of the student at the examination;
- Vote on the outcome.

KAHS (arm's length) member

- Acts as Chair for the examination to ensure that the examination is conducted according to the regulations and that all signatures are obtained;
- Reads the written work submitted by the student prior to the examination and take part in the questioning of the student at the examination;
- Conducts the vote on the outcome (Chair is a voting member), including eliciting a consensus on written comments about the examination;
- Records the examination result and returns the completed examination form to the graduate program office.

NOTE: If any member is not in attendance, the examination shall be postponed and rescheduled.

Format of Examination

The examination duration shall be no more than two hours and follow standard oral examination procedure. The examination of the first cognate topic will commence with a 15-minute presentation by the student, followed by one round of questioning by the examination committee. The examination of the second cognate topic follows, which will also commence with a 15-minute presentation by the student, followed by one round of questioning by the examination committee.

Evaluation

Each element of the examination is evaluated independently, with the results recorded on the examination form provided by the graduate program office. Evaluation options are as follows:

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1. Pass

In order to pass the examination the student must have comprehensively summarized and evaluated the literature. The writing should be clear and grammatically correct. The student must demonstrate strong knowledge of the topics when answering examination questions. The paper must be the student's own work.

2. Pass with revisions

In order to pass with revisions, the student must have captured most of the current literature but missed key studies or concepts. The student will have demonstrated some knowledge of the topics, and adequately answered most of the questions.

Revision of a cognate topic paper(s) is necessary if members of the examining committee decide there is substantive weakness in either the paper or the question period that warrants the revision of the document.

3. Re-examine with revisions

Re-examination of one or both cognate topic papers are required if there is gross error or omission in the paper or if the student does not display sufficient knowledge of the material. This normally involves submission of a revised written paper(s) to the examination committee prior to re-examination.

4. Fail

In order to fail the student must have demonstrated almost no knowledge of the topic and answered most of the questions incorrectly. Examiners must decide that the student is unlikely to be successful in a PhD program. Normally, a Fail is only considered in a re-examination.

The evaluation is based on the student's ability to demonstrate program learning outcomes in their response to the exam questions insofar as they will:

1. Apply discipline specific knowledge of kinesiology and health science to assess the quality and validity of past and emerging research
2. Conduct a review of kinesiology and health science literature to recognize the strengths and limitations of literature related to their discipline

All members of the examining committee must sign the examination form.

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In the case of “Pass with revisions”

- Required revisions must be specified in writing to the student and a copy of these specifications shall be provided to the graduate program office.
- The due date for submission of revised materials must be set and written on the examination form at the time of the examination. The date must be within 6 weeks of the examination date.
- The doctoral dissertation supervisor and two additional KAHS members (not arm’s length KAHS member) must be presented with the revised cognate paper(s) for their approval before the set due date.
- The doctoral dissertation supervisor must notify the graduate program office in writing or by email when the revisions are completed to the satisfaction of the doctoral dissertation supervisor and two KAHS members (not arm’s length member)

In the case of “Re-examine with revisions”

- The student will automatically be put on academic probation for failure to maintain academic standards.
- Required revisions must be specified in writing to the student and a copy of these specifications shall be provided to the graduate program office.
- The Re-examination shall occur within 6 weeks of the initial examination.
- The examination committee membership shall remain the same as for the initial examination.
- The student will present the examination committee with revised written paper(s) in the relevant area(s) a minimum of 10 working days prior to the re-examination date.
- The student will undergo a second oral examination, following the same procedures.
- The student’s performance in each area is evaluated as ‘pass’ or ‘fail’ and recorded on the Re-examination form provided by the graduate program office.
- All examining committee members must sign the form and submit the signed form to the graduate program office after the Re-examination.

In the case of “Fail”

- In the event of a ‘fail’ vote in any area after the re-examination, the student will be immediately withdrawn from the PhD program for failure to maintain academic standards. The student cannot be converted to a master’s degree.

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STAGE 2: Dissertation Grant Proposal enables the student to clarify the rationale and strategy for approaching the subject and permit members of the doctoral dissertation supervisory committee to advise the student. The proposal is to be written in the format of a grant application. The proposal must be written by the student; however, the student may consult with the supervisor in preparing the proposal.

Examination of the dissertation grant proposal will normally be completed within first 6 terms of registration in the PhD program. Students who do not meet this deadline will be put on academic probation for term 7 of registration in the PhD program. If the examination has not taken place by end of term 7, the student will continue academic probation for term 8 of registration in the PhD program. Failure to meet the requirement by the end of term 8 will result in withdrawal from the graduate program for failure to meet academic standards. Comprehensive exam procedures are updated by the Graduate Executive Committee as needed.

NOTE: *The student and Graduate Program Director must be made aware of the examination date at least 20 working days prior to the examination date. The **Dissertation Grant Examination Form must be completed and submitted by the student to the Graduate Program Office no less than 15 working days prior to the examination date.** The Supervisory Committee Approval section must be signed by each member before submission. The examination date, time and name of the outside member must also be provided. The graduate program office will reserve the examination room along with audio/visual equipment and send a confirmation to the student and exam members via email.*

Accessibility and Accommodations

Students requiring accommodations are encouraged to contact the appropriate accessibility office at the university well in advance of the examination. The Examination Committee is expected to support students who require accommodation, whilst ensuring the integrity of the examination process

The written Proposal should include:

- an introduction;
- a brief literature review; and
- a methods section.

The introduction should provide a rationale for the study and a concise statement of the problem and specific purpose(s). The review of literature should include those references that illustrate where the study fits in relation to the existing body of knowledge in the topic. The methodology should describe the procedures to be conducted and the experimental design.

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Content and Length: Presentation of the proposal content can be tailored to the granting agency that is appropriate for the person's area (e.g., SSHRC/CIHR is more project based while NSERC is more program based). The proposal should be 15-20 pages (double-spaced) regardless of the grant style. For manuscript-based dissertations, the proposal will normally outline 2-4 separate health-related studies. For both formats of dissertations, the methods should be robust and adequate for a doctoral dissertation in the field of study.

Budget: The supervisory committee may request that the proposal include a budget and CV. If requested, the budget (including the budget justification) and CV portions of the dissertation grant proposal are expected to be completed. These components are not included in the page limits of the dissertation grant proposal. The aim of this exercise is to give the student experience with writing all aspects of a dissertation grant proposal.

The Dissertation Grant Proposal shall be submitted by the student to each examination committee member at least 15 working days before the examination.

The Dissertation Grant Proposal Examination Committee should consist of the Dissertation Supervisory Committee members plus one KAHS members at arm's length. Additional members from outside KAHS may be added if specific expertise is required.

Responsibilities of the Examination Committee

Doctoral Dissertation Supervisory Committee (three members):

- Approve the dissertation grant proposal
- Read the proposal submitted by the student prior to the examination;
- Take part in the questioning of the student at the examination;
- Vote on the outcome.

KAHS (arm's length) member

- Acts as the Chair's for the examination to ensure that the examination is conducted according to the regulations and that all signatures are obtained;
- Reads the dissertation grant proposal submitted by the student prior to the examination;
- Takes part in the questioning of the student at the examination;
- Conducts the vote on the outcome (the Chair is a voting member), including eliciting a consensus on written comments about the examination;
- Records the examination result and returns the completed examination form to the graduate program office.

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Format of Examination

The duration of the examination shall be no more than two hours, and it shall follow standard dissertation defense procedure. It shall commence with a 15-20 minute dissertation grant proposal presentation by the student, followed by at least two rounds of questioning by the examination committee. Questions focus on the research proposal.

Evaluation

The result is recorded on the examination form. Evaluation options are as follows:

1. Pass

In order to be assessed with a 'Pass' the proposal must be clear, comprehensive, and well-justified. The methods must be clearly described and align with best practices in the field of study. The presentation must align with the proposal, and the student should demonstrate knowledge in the field when answering questions.

2. Pass with revisions

Revision of the dissertation grant proposal is necessary if members of the examination committee decide that substantive changes to any component of the proposal are required. Reasons could include missing important studies from the literature, inadequately explained methods, or a lack of a strong rationale.

3. Re-examine with revisions

Re-examination of the dissertation grant proposal is necessary if the student does not display sufficient knowledge of the study rationale and relevant literature, experimental design, or methodology, or analytical tools to be employed. This normally involves submission of a revised written proposal to the examination committee prior to re-examination.

4. Fail

A Failing grade will be assessed if the student does not display adequate knowledge of the field and/or methodology for the study. Normally, a Fail is assessed only in a re-examination.

Parts of the dissertation proposal grant will frequently be used later in various sections of the dissertation and, thus, constructive criticism from examination committee members is encouraged.

All members of the examination committee must sign the Examination Form. The Chair shall submit the signed form to the graduate program office after the examination.

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In the case of “Pass with revisions”

- Required revisions must be specified in writing to the student and a copy of these specifications shall be provided to the graduate program office.
- The due date for submission of revised materials must be set and written on the examination form at the time of the examination. The due date must be within 6 weeks of the examination date.
- All members of the doctoral dissertation supervisory committee must be presented with the revised dissertation grant proposal for their approval before the set due date. At the discretion of the committee, approval of the final revisions may be turned over to the Chair and Supervisor (i.e. minor revisions).
- The doctoral dissertation supervisor must notify the graduate program office in writing or by email when the revisions are completed to the satisfaction of all members of the doctoral dissertation supervisory committee.

In the case of “Re-examine with revisions”

- The student will automatically be put on academic probation for failure to meet academic standards.
- Required revisions must be specified in writing for the student and a copy of these specifications shall be provided to the graduate program office.
- The re-examination shall normally occur within 6 weeks of the initial examination.
- The re-examination committee membership shall remain the same as for the initial examination.
- The student will present the re-examination committee with revised proposal a minimum of 10 working days prior to the re-examination date.
- The student will undergo a second oral examination, following the same procedures.
- The student’s performance is evaluated as ‘pass’ or ‘fail’ and recorded on the Re-examination form provided by the graduate program office.
- All examination committee members must sign the form, and submit the signed form to the graduate program office after the re-examination.

In the case of “Fail”

- In the event of a ‘fail’ vote in any area after the re-examination, the student will be immediately withdrawn from the PhD program for failure to maintain academic standards. The student cannot be converted to a master’s degree.

The evaluation is based on the student’s ability to demonstrate program learning outcomes in their response to the exam questions insofar as they will:

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1. Use specialized knowledge within one or more disciplines within Kinesiology and health science in their dissertation
2. Conduct original scholarly investigation by formulating research questions and using quantitative and/or qualitative techniques to produce research or other advanced scholarship of suitable quality for publication in a peer-reviewed venue
3. Demonstrate qualities of transferable skills such as discipline specific technical skills and methodologies, initiative, personal responsibility and accountability to work independently and in teams to enhance employability
4. Recognize the complexity of the knowledge gained and the potential impact and/or contributions of their own work
5. Identify alternative interpretations of one's own work and/or alternative methods that could have been used

Submission of Approved Dissertation Proposal

Following successful completion of the dissertation grant proposal examination or upon completion of revisions or re-examination, the student is responsible to submit the following documents to the Graduate Program Office within 10 days of the examination date.

- Form TD1: Thesis/Dissertation Research Submission;
- One copy of the dissertation proposal;
- One copy of all appropriate ethics forms.