

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: Health PhD

2. Effective Term/Calendar Year of Proposed Change(s): Winter 2023

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.

HLTH PhD comprehensive paper requirement is revised to improve the program-level guidelines regarding graduate milestone examinations (comprehensive examinations, qualifying examinations, research evaluations or their equivalent). The Health PhD comprehensive papers, Comp 1 and Comp 2, and their examination are a degree requirement updated as per the Senate approved Faculty of Graduate Studies (FGS) regulation for programs to update their process and language. The Health Executive for the Graduate Program in Health has revised, approved the academic requirement and FGS has approved on December 2, 2022.

The content, structure and administration are revised for the purpose of determining if a student is suitably prepared to continue on to research for their dissertation. The HLTH PhD comprehensive degree requirement revisions align with the Senate-approved Graduate Studies Regulations on Comprehensive Examinations as set out in Appendix D (Approved by the Faculty of Graduate Studies Faculty Council on 3 June 2021 and ASCP on 9 June 2021) to be effective on January 1, 2023.

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.

Additionally, please append the graduate program's existing learning outcomes as a separate document.

The proposed change clarifies the comprehensive examination requirements by providing an overarching framework to develop questions for each of the comprehensive papers; and by asking students to submit an abstract and reading list for each of the comprehensive papers to the Graduate Program Office along with the scheduled dates for the papers' submission and for the oral examination. Further, the evaluation is now proposed to take place in two stages to facilitate students' timely progress. Stage 1 is the evaluation of the two written comprehensive papers. Stage 2 is the evaluation of the papers' content through oral examination. The evaluation at each stage is based on the Program 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.

Where and as appropriate, the proposal must include statements from the relevant graduate program/graduate diplomas confirming consultation/support.

These changes have emerged as part of the process initiated by the Health Executives in response to the FGS request to all graduate units to describe their unit level comprehensive examination process. Prior to undertaking this task, the Health Executive approached students and professors to identify areas needing clarification in the existing process. Then, a description of the process was submitted to FGS which received extensive feedback to enhance clarity. These steps led to the submitted changes.

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

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

There are no resource implications.

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

They will have the option to follow the new or the previous comprehensive examination process which existed at the time of their degree enrollment.

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):
<p>PhD, Comprehensive Examination Requirements:</p> <p>The comprehensive examination consists of two written papers (about 25 double-spaced pages each, excluding references) and an oral examination.</p> <p>Each paper must be comprised of a concise literature review and demonstrate command of the literature.</p> <p>The first paper addresses theoretical tensions / debates in the field of study (e.g. health policy and equity or health systems management and data analytics). The second paper addresses a dissertation specific area of study and includes an overview of methods (additional 5-10 double-spaced pages) that the student is considering for the dissertation.</p>	<p>PhD, Comprehensive Examination Requirements:</p> <p>The comprehensive examination consists of two written papers (about 25 double-spaced pages each, excluding references) and an oral examination. The comprehensive papers are completed under the supervision of two faculty members appointed to the Graduate Program in Health, each of them supervising one paper and advising on the other one.</p> <p>Each comprehensive paper is in essay format and informed by comprehensive and critical reviews of literature conducted by the student to answer questions informed by the following overarching framework:</p> <p>Comprehensive Paper 1: What are the salient theoretical frameworks and debates in (a) health policy and equity or (b) health system management and health data analytics to examine your topic of interest?</p> <p>Comprehensive Paper 2: What are the key concepts, ideas, empirical research findings (qualitative and quantitative) and gaps as they relate to the topic of your interest? In this paper, an appendix must be included that explores various methods that you could use to address research questions in this specific area, examines the debates around these methods and then justifies your choice of the methods ultimately chosen.</p>

Generally, the two papers are completed over **8 months** under the supervision of two faculty members of the Graduate Program in Health. Affiliated faculty members may supervise one paper upon Graduate Program Director approval. The supervisor of the first paper will be the advisor of the second paper. Conversely, the supervisor of the second paper will be the advisor of the first paper. In all cases, students should have selected a dissertation supervisor no later than their fifth term of study. The Graduate Program Director may assist students who need help in finding and confirming a supervisor.

For students entering with a master's degree, the comprehensive examination will normally take place in the second term of the second year (fifth term in the program). For students entering with a master's degree in Health from the Graduate Program in Health from York, the comprehensive examination will normally take place in the first term of the second year (fourth term in the program).

Students begin their work on comprehensive papers after completing the course work, normally by end of term 2 or 3. For each of the comprehensive papers, students prepare an outline of the paper (abstract of 500 words) and a preliminary reading list by seeking advice from their respective faculty supervisors. The Abstract and Reading List for each of the comprehensive paper are approved by the supervisors and the dates for the submission of written papers (stage 1) and for the oral examination (stage 2) are set. These documents (i.e., approved Abstract and Reading List) and the scheduled dates are submitted to the Graduate Program Office for approval, normally in term 4. The student then begins an independent review of literature to complete the two papers. We strongly recommend that students complete the comprehensive papers sequentially (rather than concurrently).

The written papers are reviewed and approved by the supervising/advising faculty members (stage 1), before proceeding to oral examination chaired by the Graduate Program Director or a delegate (stage 2). The outcomes of the stage 1 are: proceed to oral examination or one set of revisions to be completed within one month time frame. If the revisions are not satisfactory or the revised papers are not submitted on time, the student is asked to withdraw from the program. The outcomes for the stage 2 are pass, pass with specified revision in a week, major revision in a month, or fail. A rating of fail in oral examination will result in the student's withdrawal from the program. Successful completion of the oral exam qualifies students to begin their dissertation.

Students who enter the program with a master's degree complete the two-stage comprehensive examination process normally by term 6. For students entering with a master's degree in Health from the Graduate Program in Health from York, the comprehensive examination will normally take place in 4th term in the program. For nonstandard entrants, the comprehensive examination will normally take place during the 6th term in the program. Under exceptional

<p>For nonstandard entrants, the comprehensive examination will normally take place during the 3rd term of the 2nd year (6th term in the program). Under exceptional circumstances the comprehensive examination will take place later. A maximum of two substantive revisions are allowed for each paper in advance of the oral examination.</p> <p>During the oral examination, students must demonstrate a comprehensive knowledge of scholarly theoretical and empirical work in the areas that were the foci of the written papers. Students will pass, pass with revisions or not pass. Students who do not pass will be permitted to retake the examination once. The re-examination will take place within three months of the date of the first examination. A second failure will result in withdrawal of the student from the program.</p>	<p>circumstances the comprehensive examination will take place later.</p> <p>The comprehensive examination process entails evaluation of the comprehensive papers in the chosen fields in relation to the questions posed for each paper, to demonstrate competence with the Program Learning Outcomes as specified below.</p> <ul style="list-style-type: none"> i. Depth & breadth of knowledge: Articulate a thorough understanding of theoretical frameworks, debates, key concepts, ideas, empirical research findings and gaps in the topics of interest within the field of health policy and equity OR health system management and health data analytics. ii. Research and scholarship: Select from and apply theoretical frameworks and concepts to inform the critical review of related literature in the field of health policy and equity OR health system management and health data analytics. iii. Professional capacity/autonomy: Demonstrate autonomous initiative and intellectual independence; Receive and act on constructive feedback on one's own academic work; Level of communication skills: Clearly, accurately and concisely communicate complex ideas, arguments, theoretical frameworks, debates and critical review of literature in oral, written, chart and diagram formats within field of health policy and equity OR health system management and health data analytics. iv. Awareness of limits of knowledge: Recognize the limitations of one's own work, training, and discipline, as well as the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines/perspectives.
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Please submit completed forms and required supporting documentation by email to Pina Guzzo-Foliaro, Administrative Secretary Research – pdimaria@yorku.ca