



PhD Program in Critical Disability Studies

Overview of Comprehensive Examination and Dissertation

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Doctoral Degree - Minimum Requirements and Regulations

Doctoral Degree-Level Expectations

Included below are degree level expectations for doctoral programs offered at York University. Program-specific learning outcomes are expected to be consistent with and build upon degree-level expectations. The structure and requirements of doctoral programs are intended to support the achievement of degree-level expectations and program-specific learning outcomes.

	<p>Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</p>
1. Depth and breadth of knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
3. Level of application of knowledge	<p>The capacity to</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p> <p>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>
4. Professional capacity/autonomy	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>
5. Level of communications skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Program Structure

A candidate for a doctoral degree shall pursue at York University, under the direction of a graduate program, an advanced course of study and research approved by the director of the sponsoring graduate program.

All doctoral programs require the submission of a dissertation proposal, including appropriate ethics review and approval; a dissertation embodying the results of original research, and; successful defense of this dissertation at an oral examination. In addition to the submission of a dissertation and oral examination, individual graduate program may have additional requirements, such as coursework, comprehensive examinations, practicum, fieldwork, language requirements, etc.

Program Length and Minimum Period of Registration

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

The PhD program in Critical Disability Studies is a 4-year full-time program of advanced graduate study. Students are required to maintain continuous registration upon admission as well as throughout the course of study at the same status since it is the basis of admission and enrollment planning.

Time Limits

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

Annual Progress Reports

In accordance with program requirements and procedures, students in doctoral programs must submit a progress report to the graduate program director on an annual basis, normally in the Spring. Once established, a dissertation supervisory committee shall meet annually with the student, normally in the Spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the graduate program director after the meeting. **Reports to the graduate program director of unsatisfactory progress may require a student to withdraw from a program of studies, or withdraw from the graduate program in which the student is enrolled.**

PhD students in Critical Disability Studies are required to submit an **Annual Progress Report (p. 22-24)** to the Critical Disability Studies graduate office (Room 409 HNES Building) **by May 31st of each year** (or the following business day if May 31st falls on a public holiday). The Report can be found on the program website at <http://www.yorku.ca/gradcdis/guidelines.html>

Coursework

In addition to those courses specified individually by the sponsoring graduate program for each student as constituting the minimum required program of studies, students with permission of the program director, may elect, on registration, to enroll in additional courses.

A minimum of two-thirds of the course requirements for a doctoral program should be completed from among graduate-level courses.

Graduate students may not take or receive credit for an integrated course at the graduate level if they took it at York or elsewhere at the undergraduate level.

Language and Cognate Requirements

Requirements with respect to language facility (other than language required for admission), technical skill (*e.g.*, statistics or computer techniques), and/or cognate subjects are determined by individual graduate programs with the approval of the Faculty of Graduate Studies' Council.

Comprehensive Examinations

Individual graduate programs may require students to undertake comprehensive examinations. The specific requirements and evaluation procedures are determined by individual graduate programs, with the approval of the Faculty of Graduate Studies' Council.

Language of Dissertations

A dissertation should be written in English but approval may be given to a written request from a student for a dissertation to be written in French or in the language of any Aboriginal/First Nations people in North America, subject to confirmation from the director of the graduate program concerned that relevant supervision and sufficient support for the completion of such written work can be provided.

Formatting

12 point font Times Roman

Double spaced

Left aligned

Margins: 1.5" Top, 1.5" left side, 1" bottom, 1" right side

Guidelines on Comprehensive Examinations

It is expected that students complete **three 25-page comprehensive papers** during the 2nd year of study, after the completion of all course work, and subsequently take an oral Comprehensive Examination at the beginning of the 3rd year of study.

The comprehensive examination is a pedagogical exercise that requires candidates, upon completion of course work requirements, to engage in written and oral focused academic inquiry on a topic or problem of interest. The comprehensive examination offers students the opportunity to engage in academic inquiry that extends the bounds of coursework and moves toward the conceptual work of the dissertation.

The combination of the written and oral work tests the students' grasp of the history of the field, its central themes and debates, and the key theoretical and methodological issues. It reflects the diversity of perspectives in the field and its inter-disciplinary nature. Successful completion of this requirement demonstrates that the student has the level of knowledge in his/her area of specialization needed to begin work on the dissertation.

Each of the three 25-page comprehensive papers is supervised by a faculty member appointed to the Critical Disability Studies graduate program. One of them must cover the scope of the field of **Critical Theory** in disability studies. The other two cover specialized areas within the fields of **Human Rights and Social Justice** as well as **Social Policy** of disability studies.

Students are expected to work in conjunction with their supervisors to produce their own individualized lists for each of the three comprehensive exams. This enables students to explore and create readings based on their understanding of the three particular fields of study.

Each student can expect to get guidance from their supervisor and from others in that field of study with respect to the **Critical Theory** comprehensive paper. Students are expected to include a wide variety of readings, including those that are beyond any one theoretical orientation, to ensure that the diversity of ideas that make up the breadth and depth of the field are learned. Students are also expected and required to go beyond the areas with which they are most familiar, to obtain a broad, comprehensive knowledge of the field of Critical Theory and in the other two fields.

Comprehensive Supervisory Committee Approval

All faculty in the Critical Disability Studies graduate program, including Adjunct Faculty and Professor Emeritus, are eligible to supervise comprehensive papers.

(Note: For doctoral dissertations, all faculty in the program can serve on supervisory and examining committees. However, not all of them are eligible to be a Principal Supervisor. Refer to **p. 9** for a listing of supervisory eligibility.)

Students are required to submit a **Notification of Comprehensive Paper Supervisors (p. 21)** to the Critical Disability Studies graduate program office (Room 409, HNES Building) **as soon as any of the three supervisors agree to take on the supervisory role.** The form can be found on the program website at www.yorku.ca/gradcdsis/phd/degreerequirements.html

The **oral comprehensive examination** is a closed exam set at the completion of the three comprehensive papers and is expected to take place at the beginning of the 3rd year of study. The examination committee will include the three faculty members who supervised the three papers as well as the Graduate Program Director (or his/her designate). The oral component consists of a 2-hour examination wherein the examiners will question the student regarding his/her three papers.

A minimum of 2 weeks prior to the oral examination the student will submit all of the comps to the GPA who will distribute them to the committee and Chair of the exam.

The oral comprehensive examination is assessed using one of the following categories: **pass**, **pass with conditions**, or **unsatisfactory**. Candidates who receive an unsatisfactory rating on the examination have one opportunity to retake the comprehensive examination within six months of the date of the first examination. A 2nd failure will result in expulsion of the student from the program.

Successful completion of the written papers and the subsequent oral exam qualifies the candidate to begin the dissertation proposal.

Readings are composed by the student as they survey the literature for each field in accordance with their research interests and focus. The reading lists are then revised in consultation with each comprehensive paper's supervisor. Reading lists will vary by student and it is rare that two reading lists will be comparable. Your reading lists for each comp can be started early. Maintain a list of books and articles you have read or would like to read, texts that professors and colleagues remark on and in which of the three comp lists they could be included. There will be some overlap across the exams but it will likely be less than 10% of the texts. When the lists have been drafted you will submit them to each comp supervisor. You should then meet with each committee member to assess whether any supervisor has additional recommendations.

Dissertation – 4 Stages

After successful completion of the oral comprehensive examination, students will begin preparation of the dissertation proposal. Following successful defense of the dissertation proposal the student advances to candidacy.

The dissertation, with a concentration in one of the three fields within the program (i.e. **Human Rights and Social Justice, Critical Theory, Social Policy**) but with broad application of all three, will make an original contribution to scholarship in Critical Disability Studies.

The dissertation process has **four stages** as below. Read the **Faculty of Graduate Studies Doctoral Dissertation Regulations (p. 14-18)** before you start.

1. The establishment of a **Supervisory Committee** which consists of **three faculty members** – a Principal Supervisor and two supervisory committee members. **Refer to the next page for details on the committee composition.**

Form:

- **Supervisor & Supervisory Committee Approval form (p. 25-26)**

2. The preparation of a **Dissertation Proposal** of **3500 words maximum, not including sources and notes**, as per the Faculty of Graduate Studies standards. The purpose of the proposal is to provide guidance for the successful completion of the dissertation. **It should state succinctly and clearly the following points:**
 - a. A brief thesis question and summary of the dissertation topic
 - b. Why it is important to Critical Disability Studies
 - c. The original contribution your dissertation will make to the field
 - d. Methodology
 - e. Sources – for example, human participants, archival sources, secondary sources, arts/media based material, mixture of above
 - f. Preliminary outline of sections
 - g. Time-line
 - h. A select reference list of essential sources
 - i. Any additional supporting materials can be included as an appendix

When writing your dissertation proposal, you will need to work with your supervisory committee at all stages. Once it is deemed defensible by your committee, it will be presented in a public forum. All dissertation supervisory committee members, as well as the Graduate Program Director (or his/her designate), and the public, are in attendance for a dissertation proposal defense. After the defense, the committee will retire in-camera. Once the proposal is **passed** by a student's dissertation supervisory committee, it will be forwarded to the Faculty of Graduate Studies for final approval.

Form:

- **Thesis/Dissertation Proposal Submission form – TD1 form (p. 27)** plus other forms/documents outlined in the form

3. The **writing of a dissertation** acceptable to the Supervisory Committee and formally approved as examinable by the members of that committee. Read the **Faculty of Graduate Studies Guide for the Preparation and Examination of Theses and Dissertations** before you start. The guide is posted at www.yorku.ca/grads/policies_procedures/thesis_dissertations_index.html
4. The successful **completion of an oral defense**, centered on the dissertation and matters related to it, and presided over by an Examining Committee. The Examining Committee will be recommended by the Graduate Program Director for approval and appointment by the Faculty of Graduate Studies.

Composition of Dissertation Supervisory Committee

A dissertation supervisory committee consists of **three faculty** – a **Principal Supervisor** and **two supervisory committee members**.

- The **Principal Supervisor** must be a **Full Member** of the graduate program in which the student is enrolled. (**Exceptions** are:
 1. An Associate Member of the graduate program may serve as a Co-Supervisor on the condition that the other Co-Supervisor is a Full Member of the graduate program.
 2. Should program need arise, Members Emeriti may be eligible to act as Principal Supervisor of doctoral dissertations, on the condition that another member of the supervisory committee would be willing and able to act as Principal Supervisor should the need arise, and subject to the approval of the Dean of the Faculty of Graduate Studies.)
- The **1st supervisory committee member** must be appointed to the Critical Disability Studies graduate program. All faculty in the program is eligible to take on this role.
- The eligibility of the **2nd supervisory committee member** can be the same as the 1st supervisory committee member. Alternatively, s/he can be appointed to other graduate programs at York University. In exceptional circumstances and with prior approval of the Dean, s/he may be appointed who is not a member of the Faculty of Graduate Studies at York University (for example, accomplished faculty members from other universities).

Refer to the next page for a listing of supervisory eligibility.

Approval of Dissertation Supervisory Committee

For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements. The minimum Faculty of Graduate Studies requirements are as follows:

- A **Principal supervisor** must be recommended by the graduate program director for approval by the Dean of Graduate Studies **no later than the end of the 5th term of study**. Students will not be able to register in the 7th term of study unless a principal supervisor has been approved.
- A **supervisory committee** must be recommended by the graduate program director for approval by the Dean of Graduate Studies **no later than the end of the 8th term of study**. Students will not be able to register in the 10th term of study unless a supervisory committee has been approved.
- For the graduate program to meet the above stated recommendation deadlines, students are required to submit a **Supervisor & Supervisory Committee Approval form (p. 25-26)** to the Critical Disability Studies graduate program office (Room 409, HNES Building) **no later than two weeks prior to the FGS deadlines**. The form can be downloaded from the Faculty of Graduate Studies website at www.yorku.ca/grads/forms/SupervisorCommitteeApproval.pdf

Faculty Appointment Categories and Supervisory Eligibility

Name	Appointment Category	MRP / Comprehensive Papers	Dissertation	
			Principal Supervisor	Supervisory and Examining Committee
Adelson, Naomi	Full Member	Yes	Yes	Yes
Bunch, Gary	Members Emeriti		See note 1	
Daly, Tamara	Full Member		Yes	
Gaetz, Stephen	Full Member		Yes	
Gilmour, Joan	Full Member		Yes	
Gold, Gerald	Full Member		Yes	
Gorman, Rachel	Associate Member		See note 2	
Halifax, Nancy	Full Member		Yes	
Israelite, Neita	Full Member		Yes	
Killoran, Isabel	Full Member		Yes	
Klassen, Thomas	Full Member		Yes	
Lexchin, Joel	Full Member		Yes	
Lumsden, David	Members Emeriti		See note 1	
Mayer, Connie	Full Member		Yes	
Mykitiuk, Roxanne	Full Member		Yes	
Pilkington, Beryl	Full Member		Yes	
Pupo, Norene	Full Member		Yes	
Radford, John	Members Emeriti		See note 1	
Raphael, Dennis	Full Member		Yes	
Reaume, Geoffrey	Full Member		Yes	
Rioux, Marcia	Full Member		Yes	
White, Kimberley	Full Member		Yes	
Wiktorowicz, Mary	Full Member		Yes	
Barnes, Colin	Adjunct Member		No	
Barton, Len				
Basser, Lee Ann				
Brown, Robert				
Frazee, Catherine				
Groce, Nora				
Haller, Beth				
Igric, Ljiljana				
Munford, Robyn				
Nguyen, Xuan Thuy				
Rice, Carla				
Schildrick, Margrit				
Thomas, Carol				

Note 1: Should program need arise, Members Emeriti may be eligible to act as Principal Supervisor of doctoral dissertations, on the condition that another member of the supervisory committee would be willing and able to act as Principal Supervisor should the need arise, and subject to the approval of the Dean of the Faculty of Graduate Studies. **Note 2:** An Associate Members of the graduate program may serve as a co-supervisor on the condition that the other co-supervisor is a Full Member of the graduate program.

Faculty members

Their contact information and C.V. are posted on the program website at www.yorku.ca/gradcdis/faculty.html

York Faculty Appointed to Critical Disability Studies

Rachel Gorman

(Assistant Professor; PhD, University of Toronto)

Political economies of disability; Disability Arts and Culture movements; postcolonial and dialectical materialist approaches to understanding the social organization of disability; disability in the context of nationalisms, transnational imperialism, and national liberation; internationalist and anti-capitalist approaches to global healthcare provision.

Nancy Halifax

(Assistant Professor; PhD, University of Toronto)

The body and representation; feminist theory; gender; knowledge translation; social determinants of health; social justice; qualitative and arts-informed research.

Geoffrey Reaume

(Associate Professor; PhD, University of Toronto)

Mad people's history; history of people with disabilities; medical history; psychiatric patients' labour history; archiving psychiatric survivor and disability histories; labels, terminology, activism and self-identity among psychiatric survivors/consumers; connecting the past with contemporary social justice struggles.

Marcia Rioux

(Professor; PhD, University of California, Berkeley)

International human rights and monitoring, the social and legal construction of inequality, theory of critical disability, education for all, globalization, social welfare and social justice, health equity, social policy and diversity.

York Faculty Cross-Appointed to Critical Disability Studies

Naomi Adelson

(Associate Professor; PhD, McGill University)

Anthropology of the body; Concepts of Health; Indigenous health; social suffering; health disparities; gender and stress. Visualizing biotechnologies and the body.

Gary Bunch

(Professor Emeritus; EdD, University of British Columbia)

Education of persons with disabilities in inclusive settings, child development, learning styles, representation of persons with disability in the media, and the community of researchers' model and action research and collaboration with community groups.

Tamara Daly

(Assistant Professor; PhD, University of Toronto)

Gender and health; health care work; comparative health policy, and the role of health care non-profits.

Stephen Gaetz

(Associate Professor; PhD, York University)

Homelessness, infectious diseases and pandemics; Adolescence, youth culture and resistance; Street youth, their economic strategies, legal and justice issues; Strategies for mobilizing homelessness research.

Joan Gilmour
(Associate Professor; JSD, Stanford University)

Bioethics, disability and the law, health law, legal governance of health care, privatization and health care reform, legal regulation of alternative health care, professional regulation of health care practitioners, torts, civil procedure, equality rights and discrimination, feminist legal analysis.

Gerald Gold
(Professor; PhD, University of Minnesota)

Virtual support communities for disability wheelchair users - bodies and persons autoimmune disabilities (arthritis, Crohn's, Lupus, fibromyalgia and multiple sclerosis).

Neita Israelite
(Associate Professor; PhD, University of Pittsburgh)

Identity construction of hard of hearing adolescents; transition and adjustment issues for postsecondary students with disabilities.

Isabel Killoran
(Associate Professor; PhD, University of Alabama, Birmingham)

Inclusive education, preschool inclusion, Teacher candidates' attitudes towards inclusion and how faculties of education can help shape them, curriculum analysis, parent advocacy in the education system, siblings of children with disabilities.

Thomas Klassen
(Associate Professor; PhD, University of Toronto)

The politics of aging, age discrimination in the workplace, disabilities in the workplace and labour market, perceptions of people who stutter, treatment of stuttering, gambling policy.

Joel Lexchin
(Professor; MD, University of Toronto)

Health policy, physician prescribing behaviour, pharmaceutical promotion and the drug approval process, globalization.

David Lumsden
(Professor Emeritus; PhD, University of Cambridge)

Medical anthropology, cross-cultural mental health issues, collective violence & resilience, stress & coping, culture and disability issues, refugee health issues, qualitative health research, advocacy.

Connie Mayer
(Associate Professor; EdD, University of Toronto)

Language and literacy development in learners at risk (e.g., deaf and hard of hearing); emergent literacy; early intervention; bilingualism; the role of signed language in educating D/HH learners; sociocultural theory and its applications to educational practice and research; classroom discourse; teacher education.

Roxanne Mykitiuk
(Associate Professor; JSD, Columbia University)

Reproductive and genetic technologies; feminist bioethics; cultural and social implications of biotechnology; family law; children and the law; disability studies; feminist theory; epistemology; health and globalization; construction of the body and legal regulation.

Beryl Pilkington
(Associate Professor; PhD, Loyola University, Chicago)

Type 2 diabetes and its relationship to social determinants of health; human experiences of loss, grieving, and resilience; and youth mentoring. Methodological expertise is in qualitative methods.

Norene Pupo
(Associate Professor; PhD, McMaster University)

Sociology of work and labor; Canadian society; political sociology; technological change; formal organization; women's studies; social policy; globalization and power.

John Radford
(Professor Emeritus; PhD, Clark University)

Spatial and environmental aspects of disability with emphasis on the cultural and social geography of disability and integration issues: especially planning issues and residential satisfaction of people with a disability.

Dennis Raphael
(Professor; PhD, University of Toronto)

Human development, social determinants of health, the quality of life of communities and individuals, and the impact of government decisions on Canadians' health and well-being.

Kimberley White
(Associate Professor; PhD, University of Toronto)

Madness representation, criminal justice, mental illness and the law.

Mary Wiktorowicz
(Associate Professor; PhD, University of Toronto)

Comparative health policy including mental health sector restructuring, the regulation of pharmaceuticals and the role of interest groups in shaping health policy.

Adjunct Faculty

There are a number of internationally renowned scholars associated as adjunct faculty to the program. These scholars have gained their reputation as fundamental contributors to critical studies in disability and serve to enhance the faculty complement. They are:

Colin Barnes
(Professor, Leeds University, England)

Theories of disability; Social policy and disabled people; Disability politics and culture; Inclusive education; Disability and the majority world; Emancipatory/participatory research methodologies and practice; Cultural studies; Popular culture; Sociology of deviance.

Len Barton
(Professor Emeritus, University of London, England)

Disability Studies; Sociology of Education; Inclusive Education; Cross-cultural issues relating to policy and practice in terms of disability and inclusive education.

Lee Ann Basser
(Associate Professor, La Trobe University, Australia)

Children's rights; Disability law; Family law; Health law.

Robert Brown
(Research Co-ordinator, Research and Information Services, Toronto District School Board)

Demographic Differences and Socioeconomic Challenges in Special Education; the time structures of schools and schooling; student cohort studies.

Catherine Frazee
(Co-Director, Ryerson RBC Institute for Disability Studies Research and Education; Disability Rights Scholar, Consultant and Researcher, Canada)

Disability rights; Identity; Culture and the disability experience.

Nora Groce

(Professor; Chair of Leonard Cheshire and Director of the Leonard Cheshire Disability and Inclusive Development Centre, Department of Epidemiology and Public Health, University College London, England)

Issues of disability in international health and development; Violence as a global public health problem; Equity in access to health care in ethnic and minority communities.

Beth Haller

(Professor, Towson University, United States)

Media images of disability and disability issues; alternative press, ethnic press, disability press (historical and modern); copyright issues in cyberspace; freedom of expression.

Ljiljana Igric

(Professor, University of Zagreb, Croatia)

Mental Illness; Special education; Rehabilitation.

Robyn Munford

(Professor, Massey University, New Zealand)

Family Support Services; Disability Policy and Service Provision; Community Development; Social Service Organisations; Feminist Frameworks and Social/Community Work Practice; Research Methods; Social/Community Work Service and Practice.

Xuan Thuy Nguyen

(Post-Doctoral Fellow, York University, Canada)

Disability and international development, human rights, inclusive education, critical theory, post-structuralist theory, critical policy studies, visual methodologies, historiography.

Carla Rice

(Associate Professor, Trent University, Canada)

Narratives of body, identity, and difference in the passage to womanhood; Arts-based inquiry into everyday experiences of women with disabilities and physical differences in social and health care encounters; Qualitative research into girls' accounts of body image as an equity issue within educational settings.

Margrit Shildrick

(Visiting Scholar, School of Sociology, Social Policy and Social Work, Queen's University, Belfast, England)

Notion of the anomalous body; Gender studies; Feminist theory; Postmodernist cultural theory; Theories of the body; Bioethics; Feminist theory and gender relations; critical cultural theory - esp. concerning identity and difference; postmodernist bioethics; theories of the body (including: post-conventional theories of disability; disability and sexuality; the concept of the monstrous); and any combination of the above.

Carol Thomas

(Professor, Centre for Disability Research (CeDR), Lancaster University, England)

Disability studies, sociology of health and illness, nature of care, public health and health promotion, domestic labour and health, and women's health.

Doctoral Dissertation Regulations

Overview

Doctoral dissertations shall be on a topic approved by the student's supervisor and supervisory committee, and shall include submission and approval of a dissertation proposal, including appropriate ethics review and approval, in accordance with Faculty and program requirements and procedures. Dissertations must embody the results of original research must be successfully defended at an oral examination.

The doctoral dissertation must embody original work conducted while in program, and must constitute a significant contribution to knowledge. It should contain evidence of critical understanding of the relevant literature. The material embodied in the dissertation should merit publication.

The general form and style of dissertation may differ from program to program but a dissertation should be a coherent document. This means that if a thesis contains separate manuscripts, there needs also to be introductory and concluding chapters that explain how these separate manuscripts fit together into a unified body of research. If previously published materials are included, it should be made clear what exactly is the student's own work and what the contribution of other researchers is.

Students must comply with the requirements for the preparation, submission and distribution of theses as described in the **Faculty of Graduate Studies' Guide for the Preparation and Examination of Theses and Dissertations**, which can be found at: www.yorku.ca/grads/policies_procedures/thesis_dissertations_index.html

Dissertation Supervisory Committees

1. A dissertation supervisory committee will consist of **a minimum of three members** from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the student is enrolled. **The principal supervisor must be a Full Member of the graduate program in which the student is enrolled. An Associate Members of the graduate program may serve as a co-supervisor on the condition that the other co-supervisor is a Full Member of the graduate program.** In exceptional circumstances and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies.

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.

2. A dissertation supervisor (Chair of the supervisory committee) shall:
 1. be reasonably accessible to the student normally meeting once a month and never less than once each term.
 2. ensure that a copy of the student's dissertation is sent to each member of the student's dissertation examining committee as far as possible in advance of the date of the student's oral examination but no later than four weeks prior to the date set.
3. A dissertation supervisory committee shall:
 - a. review the student's research proposal and recommend its approval to the appropriate graduate program director and the Dean not less than six months prior to the date set for the oral;
 - b. review the student's progress normally each month and never less than once each term. (Reports to the graduate program director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled);
 - c. meet annually with the student, normally in the Spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the graduate program director after the meeting; and,
 - d. read the dissertation and make a recommendation to the graduate program director regarding oral defence.

Dissertation Examining Committees (effective September 2011 *)

- * **Students have the option of following the old rules in place the year they started their program or the following new rules, effective September 2011, with respect to exam committee membership.**

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.

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

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

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

Members of the examining committee are normally expected to attend the oral examination in person, except where decanal permission for the use alternative technologies such as video- or teleconferencing has been granted. The rationale for this examination mode must be made by the program to the Dean. Normally, no more than one member of an examining committee should be linked to the examination process through alternative means. Only in exceptional circumstances would the supervisor, an internal York member, or the student be the off-site participant. The Faculty of Graduate Studies' *Guide for the Preparation and Examination of Theses and Dissertations* contains guidelines with respect to the use alternative technologies for oral examinations.

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.

Conduct of the Oral Examination

1. Before an oral can be convened, a majority of the examining committee members must agree that the dissertation is examinable. The graduate program director shall poll the members of that committee one week before the scheduled date for the oral. If the student does not receive a majority vote, the members of the examining committee who do not agree that the dissertation is examinable are required to give their reasons in writing to the student, the supervisor, and the Dean within one week after the poll. In such cases, the oral shall be postponed for a period not to exceed one year. However, the student has the right to insist that the oral proceed as planned.
2. The time and place of oral examination shall be set by the graduate program director in consultation with the student, the Chair and members of the examining committee and with the approval of the Dean of Graduate Studies. Normally, the examination shall be held no less than four weeks 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 examination may be held less than four weeks from the time copies are sent to the examining committee provided all parties agree.
3. The oral examination will centre on the dissertation.
4. The oral examination is a public academic event. Faculty members, graduate students and others may attend oral examinations at the discretion of the Chair of the examining committee. They may, at the discretion of the Chair, participate in the questioning. Only members of the examining committee may be present for the evaluation and for the vote at the conclusion of an oral examination.

5. The dissertation oral examination requirement is met if one of the following situations exists:
 - a. if the committee accepts the dissertation with no revisions; or,
 - b. if the committee accepts the dissertation with specified revisions.
6. 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.
7. In cases where there are no more than two votes for major revision or one vote for failure, then specified revisions are expected.
8. A dissertation is referred for major revision if any of the following conditions exist:
 - i. the committee agrees that the dissertation requires substantive changes in order to be acceptable; or,
 - ii. there are two votes for failure; or,
 - iii. there is one vote for failure **plus** a minimum of one vote for major revision; or,
 - iv. there are at least three votes for major revision.
9. In the cases of major revision, one of the following procedures, agreed upon by the committee before the examination is adjourned, must be used to finalize the oral results:
 - a. the committee will reconvene within twelve months to continue the oral examination; or,
 - b. the revised dissertation will be circulated within twelve months to all members, who will inform the Dean's representative whether they feel the stipulated requirements have been met.
10. Detailed reasons for referring pending major revisions must be supplied in writing by the Chair to the Dean, the program director and the student concerned within two weeks.
11. After an adjournment and when the major revisions have been completed, the dissertation is failed if there are two or more votes for failure. A dissertation cannot be referred for major revisions more than once and no further adjournment is permitted. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and student within two weeks.
12. A dissertation is failed if there are a minimum of three votes for failure. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and student within two weeks.

Decisions of the thesis examining committee are communicated to the Faculty of Graduate Studies' Thesis Office, usually in the form of the Certificate Pages containing appropriate signatures, through the Chair of the Examining Committee, on or before the deadline specified for those students expecting to be awarded degrees at the Spring or Fall Convocations, which can be found at www.yorku.ca/grads/current_students/important_dates.html

Other Regulations or Guidelines

In addition to the above stated regulations, graduate students are also expected to be familiar with the following policies or guidelines.

1. **Guide for the Preparation and Examination of Theses and Dissertations**

www.yorku.ca/grads/policies_procedures/thesis_dissertations_index.html

2. **If your research involves human participants**, the following forms and procedures apply. They can be downloaded from

www.yorku.ca/grads/current_students/ethics.html

- a. **FGS Research Ethics forms and procedures**
- b. **FGS Human Participants Research Protocol Form (TD2)**
- c. **Informed Consent Checklist for Researchers (TD3)**

3. **Policy on Academic Honesty**

www.yorku.ca/grads/policies_procedures/academic_honesty.html

4. **President Susan Mann dissertation scholarships**

www.yorku.ca/grads/money_matters/york_awards.php?id=18

5. **Thesis/Dissertation Prizes**

www.yorku.ca/grads/council/thesis_prizes.html

Information on Writing a Research Paper

1. **York University Libraries - Academic Writing Guide, Footnotes/Bibliographies/Refworks on-line tutorials and examples**
<http://www.library.yorku.ca/ccm/rg/preview/academic-writing-guide.en?q11n.enc=UTF-8>
2. **The Relationship Between the Research Question, Hypotheses, Specific Aims, and Long-Term Goals of the Project**
<http://www.theresearchassistant.com/tutorial/2-1.asp>
3. **Writing a Research Paper**
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/point.html>
4. **Library Research Using Primary Resources**
<http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>
5. **Library Research: Finding Primary Sources**
<http://www.lib.berkeley.edu/instruct/guides/primarysources.html>
6. **Harvard Styles for references/bibliography**
http://www.library.uq.edu.au/training/citation/harvard_6.pdf
7. **Writing Centre at Harvard University**
<http://isites.harvard.edu/icb/icb.do?keyword=k33202&pageid=icb.page143936>
8. **A Research Guide for Students**
<http://www.aresearchguide.com>
9. **A Guide for Writing Research Papers based on Styles Recommended by the American Psychological Association**
<http://webster.commnet.edu/apa/index.htm>
10. **OWL On-line Writing Lab**
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/point.html>
11. **Preparing for Thesis Research**
<http://www.lib.berkeley.edu/ENVI/thesisgd.html#Guides>
12. **Developing a Research Thesis**
http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/wholeshortlinks2/Developing+The+sis?opendocument
13. **Developing a Research Question**
http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/wholeshortlinks2/Developing+Question?opendocument
14. **Dissertation Proposal Workshop**
<http://iis.berkeley.edu/content/dissertation-proposal-resources>
15. **Planning and Writing a Research Proposal: A guide for teachers doing research**
<http://www.serprofessoruniversitario.pro.br/m%C3%B3dulos/metodologia-da-pesquisa/planning-and-writing-research-proposala-guide-teachers-doing-research>
16. **What is a Systematic Review?**
http://www.whatisseries.co.uk/whatis/pdfs/What_is_syst_rev.pdf

Forms

Doctoral Program in Critical Disability Studies
York University

Notification of Comprehensive Paper Supervisors

Student: _____ **ID #:** _____

COMPREHENSIVE PAPER #1

Title: _____ **Critical Theory in Disability Studies**

Supervisor: _____

Supervisor's Signature:
(Please sign or attach e-mail acknowledging the agreement of being a committee member.) _____

Date Signed: _____

COMPREHENSIVE PAPER #2

Title: _____

Field: _____ **Human Rights and Social Justice**

Supervisor: _____

Supervisor's Signature:
(Please sign or attach e-mail acknowledging the agreement of being a committee member.) _____

Date Signed: _____

COMPREHENSIVE PAPER #3

Title: _____

Field: _____ **Social Policy**

Supervisor: _____

Supervisor's Signature:
(Please sign or attach e-mail acknowledging the agreement of being a committee member.) _____

Date Signed: _____

Graduate Program Director's Signature

Date Approved

Student submits this form to the Graduate Program Office upon completion.

Graduate Program in Critical Disability Studies

PhD Report on Progress

TO BE COMPLETED BY STUDENT

Student name: _____ **Student number:** _____

Academic year: _____ **Year in program:** _____

Dissertation Supervisory committee (if applicable):

(Principal Supervisor) _____

(Committee member) _____

(Committee member) _____

Courses taken since last progress report:

Department	Course number	Course name	Term

Courses planning on taking this year

Department	Course number	Course name	Term

- 1. What progress have you made toward your degree during the past year? (Do not include progress recorded in last year's report.) Please explain deviations from last year's goals.**

- 2. Please itemize the remaining requirements for your degree, including stages of your thesis or dissertation, and propose a timetable for completing them, with specific goals for the next year:**

TO BE COMPLETED BY SUPERVISOR

- 1. Comments on the student's progress during the last year:**

- 2. Comments on the student's objectives for next year:**

- 3. Comments on student's timetable for completing degree requirements, including thesis or dissertation:**

- 4. Considering the overall professional development of the student (e.g. stage in program, conference presentations, publications, etc.), is he/she making satisfactory academic progress? If not, explain why.**

5. **At least two members of the supervisory committee met with this student to discuss his/her progress.**

OR

This student is engaged in research away from the university, and unavailable for a meeting, so this evaluation was completed by mail, and discussed by at least two members of the supervisory committee.

Supervisor's signature

Date

6. **Student's reply to the supervisor's comments (if any):**

Student's signature

Date

A photocopy copy of this form should be retained by both the student and the supervisor. The original copy should be returned to the Graduate Program Director.

Supervisor & Supervisory Committee Approval form

Thesis/Dissertation Proposal Submission Form – TD1 form

Additional forms pertaining to Dissertations

The following general forms will be used **after the oral examination** and can be downloaded from www.yorku.ca/grads/current_students/forms.html

- 1. Theses Non-Exclusive Licence**
- 2. Copyright Licence / Partial Copyright Licence**
- 3. ProQuest Subject Code**
- 4. Reimbursement of Thesis/Dissertation**
- 5. Title Abbreviation Form**