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Land Acknowledgement

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Today, this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.

A Word from the Graduate Coordinator



Welcome to the Department of Family Relations and Applied Nutrition!

This handbook contains practical information to answer most questions you may have about your graduate program at the University of Guelph and augments the information found on the websites for our [department](#) and the [Office of Graduate & Postdoctoral Studies](#). In addition, university-wide [graduate forms](#) are also available online.

It is critical that you read the material contained here and explore the links provided to learn the procedures you need to follow during your graduate program. You have been assigned a faculty advisor who will assist you as you begin your graduate program and, in most cases, will remain your advisor throughout your program. Please maintain regular contact with your advisor. They are there to provide you with information, advice and counsel during your graduate studies. We refer you to: Faculty of Graduate Studies' [Policy on Responsibilities of Advisors, Advisory Committee and Graduate Students](#).

Feel free to contact me should you need advice/help with any aspect of your graduate program. One of my responsibilities as Graduate Program Coordinator is to act as a resource and to provide support to you.

We value the contributions graduate students make to the pursuit of excellence in research and scholarship in our department. We hope you find your graduate program both challenging and exciting. We know that you will gain many valuable skills and experience in our research-intensive and applied programs. On behalf of the Graduate Faculty in FRAN, I welcome you and wish you success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dalia', written over a horizontal line.

Dalia El Khoury, PhD, RD
Associate Professor, Associate Chair & Graduate Program Coordinator
Department of Family Relations and Applied Nutrition
University of Guelph

Note:

Welcome to the Department of Family Relations and Applied Nutrition! We have provided you with a hard copy of this handbook as a quick reference guide during your graduate studies at the University of Guelph. This handbook contains many links to important University and Department resources. You can find the electronic copy of this handbook on the FRAN website at: <https://www.uoguelph.ca/family/graduate-resources>. We encourage you to bookmark the electronic version of this handbook for easy access to the many different forms, policies and procedures that are mentioned in this handbook.

Family Relations and Applied Nutrition

Department Overview

The [Department of Family Relations and Applied Nutrition](#) offers graduate studies in the following areas:

- MSc and PhD Applied Nutrition (thesis)
- MSc and PhD Family Relations and Human Development (thesis)
- MSc Critical Family and Kinship Studies (thesis)
- Master of Applied Nutrition (applied research project)
- Master of Art in Mental Health (capstone project)
- Relational and Family Therapy Training Programs (Master of Relational and Family Therapy and Master of Psychotherapy)

The interdisciplinary group of faculty members represent the fields of psychology, sociology, education, health behaviour, social work, human development, family therapy, sexuality, epidemiology, gerontology, and nutrition. The faculty share an interest in expanding and applying knowledge about family relations and human development, especially in relation to the social, emotional, psychological, nutritional, health, and well-being of families across the lifespan. The programs emphasize a balance between theory, research and practical application of knowledge. The department strives for collaboration among its graduate fields (AHN/MAN, CFKS, FRHD, RPTP, MA.MH). It is not uncommon for [faculty members](#) from one field to sit on the committee of a student in another field.

Our Facilities

- The department is in Macdonald Institute (MINS) with additional offices being in Macdonald Stewart Hall (MACS) and Maplewoods Centre for Family Therapy and Child Psychology
- The Relational and Family Therapy Training Programs, faculty, staff and students are in Maplewoods Centre for Family Therapy and Child Psychology on Smith Lane
- Our department is associated with the Child Care & Learning Centre (CCLC) on campus, where there are opportunities to be involved in research. Some faculty members also have lab space in other buildings, such as REDlab, the BodPod Lab and the POSH Lab
- Those who wish to use a library carrel should apply to the Circulation and Interlibrary Services desk, in the Library, by the third week of the fall semester
- The faculty/student/staff lounge (MINS 116) is a casual, convenient space in which to meet faculty, staff, sessional instructors and fellow students

Student Space

The following space is available for students:

- MINS 127 is a quiet study space for PhD and MSc students to use while on campus.
- MACS 331 is the PhD and master's student space. All PhD students will have a desk here.
- MACS 321 and MACS 329 are MSc and MAN student spaces. Lockers are available on a first come, first serve basis. (Once you complete your program, it is your responsibility to empty the locker and remove the lock.)
- The CSAHS Student Lounge is located on the 1st floor in MINS and is a great quiet space.
- MINS 125 is a bookable meeting space. MINS 125 can seat 5–6 people.
- To book MINS 125 please contact the Graduate Program Assistant team at csahs.grads@uoguelph.ca or:

- In Gryphmail/Outlook, select Calendar
- Select New Appointment
- In the subject line include your first initial and last name and the purpose of your event/meeting (e.g., J. Doe – Meeting with Students). Choose the date and time of your booking
- Select Scheduling Assistant
- At the bottom of the page, select add rooms
- In the location line, start typing CSAHS. You should get a drop down of rooms. Double click the room you prefer and select OK
- Select appointment at the top of the page and send

Department Contacts: Who's Who and What They Do

There are many people in the Department and the University who are available to help you during your time as a Graduate Student. This handbook will outline not only how we can assist you, but also identifies your specific responsibilities to yourself and others to ensure the most enjoyable graduate experience.

Check our website for a full list of [current departmental contacts](#).

The Chair's Office

Tuuli Kukkonen, Department Chair

kukkonen@uoguelph.ca, MINS 237, ext. 53345

- The Chair of the Department is ultimately responsible for the Department of Family Relations and Applied Nutrition, including graduate programs. The Chair may delegate administrative responsibilities to the Graduate Coordinator, the Graduate Studies Committee or members of the administrative staff. She also chairs department meetings (with student representation) which take place in the fall and winter semesters.
- The Chair also assists in matters that cannot be solved by others in the department, including acting as the arbitrator in cases where faculty or students cannot resolve an issue with the Graduate Coordinator.

Daphne Campomanes, Administrative Assistant

frandept@uoguelph.ca, MINS 245, ext. 56321

- The Administrative Assistant is responsible for day-to-day administration in the Department including human resources, payroll and financial concerns (except research grant related travel claims).

The Graduate Office

Dalia El Khoury, Graduate Coordinator

fran.gpc@uoguelph.ca, MINS 226, ext. 56326

- The Graduate Coordinator is a faculty member delegated responsibility by the Department Chair for the day-to-day administration of the Department's graduate programs.
- Recommends offers of admission to the Office of Graduate & Postdoctoral Studies and recommends entrance awards and other funding for new and continuing graduate students.
- Responsible for the orientation of new graduate students.

- Chairs the Graduate Studies Committee (with student representation).
- Advocates on behalf of students; mediates in the event of concerns or disputes (see mediation/dispute process).
- Ensures that University and departmental policies and regulations relating to graduate studies are observed.
- The Graduate Coordinator should also be contacted for any issues related to your graduate studies that cannot be resolved with your advisor and advisory committee members.

Breanna Blanchard, Amy Sokolich, Heidi Spaulding, and Renee Tavascia, Graduate Program Assistant Team

Csaahs.grads@uoguelph.ca, MINS 139, 149, 105, and 147.

- The Graduate Program Assistants are responsible for the day-to-day administration of the graduate program and are the primary contact for graduate students.
- Contact the Graduate Program Assistants for forms, scholarship application materials or information and advice about general administrative issues.
- Responsible for the booking of MACS 331 and MINS 125.

Faculty Members

[Faculty members in the department](#) (and the University) will be happy to chat with you about your work, even if they are not a member of your Advisory or Defence Committee. Feel free to knock on doors and ask for help, advice and suggestions. As a general guideline, if you find yourself visiting a particular faculty member frequently and find them helpful, you may wish to consider discussing with your Advisor whether that person should be added to your Advisory Committee.

Your Cohort

Your cohort consists of the people who started the program with you, and they can be a tremendous source of support, friendship and advice. Do not be afraid to approach them when you need assistance but, for the definitive word on policy and procedure, please contact the appropriate staff or faculty member.

Upper-Year Grad Students

Experience counts! Those who experience what you are going through are usually willing to help if you ask for assistance or advice. You can learn a lot about how things work and gain valuable insight into challenges you are facing by talking to those who have lived those experiences.

Graduate Studies Committee

The Department's graduate programs are administered by its Graduate Studies Committee which consists of graduate faculty, staff and graduate student representatives. The Graduate Studies Committee tasks include but are not limited to:

- General graduate affairs
- Determining and implementing policy
- Reviewing graduate programs and student progress
- Graduate admissions

- Graduate awards and scholarships
- Promoting the department's graduate programs

Graduate Student Representatives

The Graduate Studies Committee includes one representative from each graduate program in the department (MAN, MSc AHN, PhD AHN, MSc FRHD, PhD FRHD). These representatives are elected by the members of each program annually. Please see the Graduate Program Assistant for the list of current names.

One of the main functions of the student representatives on the committee is to communicate concerns from graduate students to the Department and to provide feedback from the Graduate Studies meetings. Throughout the year your representatives may ask for your opinions, but feel free to speak to them if you have some concerns that you want presented to the department.

Student reps will also organize social events for graduate students. If you have ideas for social activities, please contact your representative. If you are interested in being a graduate representative, a call for applications is usually sent out in the fall semester to serve for a one-year (3 semester) term on the committee.

Other Resources on Campus

College of Social and Applied Human Sciences (CSAHS) Graduate Office

The CSAHS Graduate Team is located on the first floor in MINS. It includes Associate Dean, Research and Graduate Studies, Associate Director, Graduate Studies Strategic Planning, & Program Innovation (Sarah Cahill), Inclusion Advisor (Abii Barrett), Assistant Manager, Graduate Operations (Shauna Porter), Awards and Special Events Specialist (Julie Duffield), and the CSAHS Graduate Program Assistants; Marita Liebrecht, Renee Tavascia, Urvi Patel and Iman Shivji. This team offers opportunities for Graduate Students to come together including Town Hall Meetings, Writing Opportunities, 1:1 Culturally Responsive Advising, Office Hours and Awards Support for all CSAHS Graduate Students.

The Office of Graduate & Postdoctoral Studies (OGPS)

The Office of Graduate & Postdoctoral Studies is the office within the University administration that is responsible for the administration of graduate programs. You will communicate with the Office of Graduate & Postdoctoral Studies regarding registration, certain scholarships and graduation. OGPS is also responsible for dealing with health insurance for international students. The Office of Graduate & Postdoctoral Studies [website](#) is an important resource for information about all these concerns. OGPS is in the University Centre on level 3.

Assistant Vice President (AVP), Graduate Studies

The AVP of Graduate Studies, Dr. Ben Bradshaw, oversees the Office of Graduate & Postdoctoral Studies. He can help you deal with issues that you cannot resolve at the departmental level.

Student Financial Services

For assistance with financial matters, including paying fees, applying for OSAP, graduate settlement and other forms of financial assistance, visit the Student Financial Services [website](#). If you need someone from this office in person, Student Financial Services is in the University Centre on level 3.

Student Accessibility Services

Student Accessibility Services (SAS) helps students who experience disabilities with full and equitable participation in academic life. They strive towards creating a barrier-free environment where all students can achieve their potential. Visit the [SAS website](#) for details on how they may be able to assist you in your Graduate Studies.

Graduate Student Association (GSA)

All graduate students are members of the GSA. The mission of the Graduate Student Association is to advance the academic and social goals for the graduate students of the University of Guelph through advocacy, social, and financial resources. The GSA deals with issues such as the Student Health and Dental plans and owns and operates The Fifth: GSA Rooftop and Patio Lounge located on the 5th floor of the University Centre. Visit the GSA [website](#) for more information.

International Student Experience

The University's Office of Intercultural Affairs provides counselling and assistance to international students. The office's [website](#) provides links to useful resources and information for international students.

McLaughlin Library

The University of Guelph has an excellent library which provides a huge array of services to help students, staff and faculty excel in their academic and research pursuits. Assistance is offered in the following areas: studying, writing, maps, GIS & data, research, publishing support, teaching support, accessibility and printing & computers. Visit their [website](#) for information.

Office of Research

If you are undertaking research involving human participants and need help navigating the research ethics process, you can contact Research Ethics at reb@uoguelph.ca. The [Research Ethics Board Guidelines](#) are available on the Office of Research's website. Find out more about other people, initiatives, and research at the University of Guelph through our [Office of Research](#).

Other

Numerous other organizations exist on campus to help graduate students. Examples include Teaching Support Services, the Learning Commons, Health Services, Career Services, Computing and Communications Services (CCS) and the Centre for International Programs. Links to these organizations and services are collected on the [Services](#) page of the University's website.

Department Operations

Audio-Visual Equipment in Classrooms

A code is required to access presentation technology in most classrooms. Only teaching faculty have access to these passwords. If you are a GTA and require access to the AV equipment, please ask the course instructor for the appropriate code. Passwords must be kept confidential and are changed each semester. Please do not give the password to students in the class; they should be logged in to the control panel by the instructor or GTA.

When the equipment is no longer required or the class is over, please shut down the power in the room. This serves two purposes, saving the lamp life in the projectors and reducing the misuse of our equipment by unauthorized persons.

For classrooms without projectors, you can reserve departmental equipment through the Undergraduate Program Assistant at ext. 53582 or by email. If faculty/sessionals/GTAs expect that a projector will be required throughout a course, you may make a standing order for the semester. Faculty/sessionals/GTAs will be responsible for picking up the equipment to take to the classroom as projectors are not loaned to undergraduate students.

Reserving Equipment Through Classroom Technical Support

Alternatively, students can reserve audio-visual equipment such as projectors, cameras, tape recorders, etc. by going in person to CTS (Day Hall Room 108), by calling ext. 52778 or by emailing cts@uoguelph.ca. If you are borrowing tape recorders, the tapes and batteries are not supplied. These can be purchased at the bookstore.

Photocopying

Please note that the department adheres to the [Copyright Guidelines](#). Copyright Guidelines are also posted in the photocopy room.

The department photocopier is in MINS 229. A password and key are both needed to access the photocopier. Please see any staff member for access. Scanning to email is available at no cost (code 55555).

Keys

Students can pick up MSc/MAN and PhD Office Space keys from the Graduate Program Assistant. Please ensure you return your key at the end of your studies. Most students do not need mailboxes; however, if you require a mailbox, please let the Graduate Program Assistant know.

Email

Email is provided by [Computing and Communication Services](#). You can read your email by using [GryphMail](#). Your uoguelph email account is an important means of communication with students and colleagues and should be used for all university business including communicating with course instructors, administrative

staff and research participants. Please make sure we have your current University of Guelph email address and check your email account daily. **At NO TIME will the University ask you to reveal your user ID or password by email.** Beware of phishing attempts; keep your password confidential and change it frequently.

Listservs and Email Groups

The department maintains several listservs and email groups:

Listserv/Group	Managed By
FRAN Faculty	Administrative Assistant
Sessional Instructors	Administrative Assistant
FRAN Grad Students	Graduate Program Assistant
AHN Grad Students	Graduate Program Assistant
FRAN MAN Listserv	Graduate Program Assistant
CSTU and FSHD Undergrad Students	BASc Program Assistant
AHN Undergrad Listserv	AHN Faculty Advisor

Program Overview for All Students

Your Responsibilities

There is much you can do to ensure that your graduate experience at the University of Guelph is productive and enjoyable. Important responsibilities of all graduate students at the University of Guelph are detailed in the [Graduate Calendar](#); please review them. The following are specific responsibilities of graduate students in the Department of Family Relations and Applied Nutrition:

- Ask questions if you do not know how something works, or are uncertain what you are supposed to do
- Negotiate an agreed-upon program of research with your Advisor. An approved research proposal will constitute an agreed-upon description of your program of research
- Bring any proposed deviations from the agreed-upon program of study and research to the attention of your Advisor in a timely fashion and negotiate an appropriate course of action
- Meet regularly with your Advisor and/or Advisory Committee to discuss your progress, problems and to keep everyone updated
- Actively seek and apply for funding from external and internal sources (awards, scholarships) to support your studies
- Become familiar with the rules governing graduate studies in the Department of Family Relations and Applied Nutrition at the University of Guelph, and seek clarification immediately from the Graduate Program Assistant, Graduate Coordinator or the Office of Graduate & Postdoctoral Studies in cases where you do not understand the rules.
- Complete degree requirements in a timely fashion, consistent with the University's policy regarding acceptable program duration
- Notify the Graduate Coordinator immediately if a serious interpersonal conflict has occurred between you and your Advisor, or between you and any other member of the University, which you cannot resolve

Advisory Committees

General responsibilities of Advisors and Advisory Committees are outlined in the [Graduate Calendar](#).

Your Advisor

Your Advisor is the faculty member with whom you will have the most contact during your program. Your Advisor will guide you through the graduate program, help you to develop and undertake a research project, and ensure that you are on track to complete your program successfully. It is very important that you and your Advisor have a common understanding regarding your relationship – make sure that you have an open and thorough discussion about your mutual expectations at the start of your program and keep the lines of communication open throughout your program.

Your Advisory Committee

All graduate students must have an Advisory Committee which is usually formed at the beginning of your 2nd semester. Master's students typically have a two-person Advisory Committee (the Advisor and one committee member). Doctoral students must have a three- person Advisory Committee (the Advisor, one internal committee member and one committee member from outside of the Department or University).

Students must submit advisory committee forms before the 20th class day of their 2nd semester or they will be blocked from registering for the next semester.

NOTE: If a student chooses to have an external faculty member serve on their Advisory Committee because their research and expertise is an asset to the student's research/program, it is strongly recommended they include an additional University of Guelph faculty member on their committee to ensure there is at least one other member the student has access to at the University of Guelph.

How much interaction you have with your Advisory Committee members depends on your effort to involve them; how much they want to be involved and your Advisor's expectations. Talk to your Advisor about who the members of your Advisory Committee will be, how they are selected, and what role they will play. It is generally expected that the advisory committee meets at least once per semester throughout your program of study.

Your committee members will be an excellent source of support as you complete your work. In addition, committee members may have to play another extremely important role if your Advisor is unable to perform his or her duties for reasons such as parental or sick leave. In this event, one of your committee members may be designated as Advisor or Co-Advisor and will take over your Advisor's responsibilities.

Schedule of Dates and Deadlines

See the department website for a Schedule of Dates and Deadlines (by degree type) which highlights by semester, major events and documents required by the Office of Graduate & Postdoctoral Studies and the Department throughout your program. This is an extremely valuable resource for you to help you organize your time in your program and to make sure you are filing the appropriate paperwork at the appropriate time. Bookmark it! You can also refer to the Defence Checklist as you get closer to completion. Contact your GPA team at csahs.grads@uoguelph.ca with any questions.

Graduate Course Registration

Graduate Course Registration is sent out by the Office of Graduate & Postdoctoral Studies. It is important that you register each and every semester according to the Schedule of Dates. Also check for announcements on WebAdvisor or on the Student Financial Services site to review the relevant Dates & Deadlines for fee payment each semester. (**NOTE:** A late fee will be charged to students who activate their registration after the published deadline).

Through WebAdvisor you can select courses, find information on billing, payments, and exam schedules.

IMPORTANT INFORMATION:

Each semester you are required to register for either UNIV*7510 Active Full-time Registration or UNIV*7520 Active Part-time Registration as well as at least one other course. If you are not taking any courses in a semester, you MUST register for UNIV*7500 Research/Writing in order to successfully activate your registration and have it show on your transcript.

When you have completed your registration, you will be able to view your student account on WebAdvisor once it becomes available. Be sure to check your "**Class Schedule**" to confirm that your course selection has been successful. It is always a good idea to print and retain the confirmation of your

registration for your records. If you have any questions regarding registration that are not addressed on the website, please contact Enrolment Services, 3rd floor UC, in person or by email es@uoguelph.ca .

If you are an international student, please do not register until your study permit is issued. Keep in mind that new student registration will not be permitted after the 14th class day. Please see the Office of Graduate and Postdoctoral Studies if you are not registered because you are waiting for your study permit.

If you are a Special or Provisional student, or if you wish to add a course for which you do not have the prerequisite, or one that requires instructor consent (this includes all undergraduate courses and courses for audit), you must get a Course Waiver form signed by Shauna Porter (csahs.grads@uoguelph.ca). If you are unsure whether you need a waiver, or have general registration questions, please see Shauna in MINS 137.

For thesis students, after your courses are selected and you have commenced classes, attention should be directed to confirming your research topic. Typically, a student is admitted to the department to work in a research area that can be readily linked with a faculty member's ongoing research program.

Also see policies regarding the minimum program duration and [Maximum Registration](#) for MSc and PhD graduate programs.

Graduate Student Funding

Many graduate students at Guelph receive financial support such as teaching assistantships, research funds, University graduate scholarships, external scholarships and/or bursaries.

Some of these awards have competitive application processes, whereas others are allocated by the department based on the specific terms and conditions of each award. The Graduate Program Assistant will regularly provide information regarding available awards – you should pay particular attention to the deadlines for application and any relevant conditions. More information can be found on the [Graduate Student Funding](#) page of the FRAN website.

OSAP

Please note that Graduate Students who are Ontario residents are also eligible (and encouraged) to apply for [OSAP](#) each year. Please visit the [OSAP Aid Calculator](#) and the [Student Financial Services](#) websites for more information.

Graduate Teaching Assistantships (GTAs)

FRAN offers numerous GTA positions to assist with the teaching of undergraduate courses. These opportunities are advertised each semester via the graduate student listserv and applications are made on the University's central application system. Graduate Students are often guaranteed GTA positions as part of their guaranteed funding commitment by the Department.

Depending on the program/course, duties may consist of conducting tutorials, lab demonstration or grading. Instructors and/or GTAs may manage course specific discussion groups in [CourseLink](#). A 1.0 teaching assistantship consists of 140 hours per semester, a 0.75 teaching assistantship consists of 105 hours per semester and a 0.5 teaching assistantship consists of 70 hours per semester. The department generally employs PhD students for 1.0 GTA assignments whereas MSc students may be offered 0.5, 0.75 or 1.0 GTA assignments.

In order to hold a GTA position, students must apply via the GTA application site. This information will be sent out by the Graduate Program Assistant each semester. Students must apply by the posted deadline in order to be considered. Additionally, students must reside in Ontario to hold a GTA position, otherwise they may forfeit their guaranteed GTA funding.

CUPE 3913

The terms of the Collective Agreement between the Canadian Union of Public Employees ([CUPE](#)) Local 3913 – Unit 1 and the University of Guelph govern the procedures for allocating graduate teaching assistantships. CUPE Local 3913 – Unit 2 and the University of Guelph govern the procedures for allocating sessional lecturers.

Teaching Competencies

Students have the choice to develop their teaching skills and are encouraged (strongly recommended for PhD students) to partake in a variety of teaching experiences as part of their graduate training:

- Students are strongly encouraged to seek and accept graduate teaching assistantships
- Students are strongly encouraged to prepare and deliver supervised lectures as part of their teaching assistant responsibilities
- Doctoral students, particularly those nearing the end of their programs, are encouraged to seek and accept positions as sessional instructors in which they are responsible for developing and delivering an entire undergraduate course. It is strongly recommended that each doctoral student teach at least one course before graduating.

Requirements for PhD students who wish to teach during their program

PhD students have two options to teach as a sessional instructor in FRAN:

1. Following completion of their QE and the teaching requirement (see below), they can request to switch one of their guaranteed GTA positions for a sessional instructor position into which they would be assigned (when available). Those interested should complete their teaching requirements and speak with their advisor during their 2nd year; advisors should check in with the Department Chair to determine whether appropriate courses are available for assignment in the upcoming year. Assignments typically occur during the 3rd year; and/or
2. They can apply to teach any available sessional position on a competitive basis, at any point in their program.

Teaching requirements include completion of one of the following:

- [UNIV*6800 University Teaching: Theory and Practice](#)
- [University Teaching Foundations Program](#) (plus recommended guest lecture or other form of applied practice)
- An equivalent university-level course from another institution

Program Overview for Thesis Students

The structure and requirements of the thesis-based graduate programs are designed to help students choose courses with interdisciplinary breadth and to develop professional competency skills while specializing in an area of emphasis. The program is designed to be flexible so that best use is made of students' interests and prior experience. Individualized programs of study are determined within the broad framework of the FRAN interdisciplinary and competency guidelines described below.

Interdisciplinary Breadth Guidelines

The following guidelines are designed to ensure that **thesis** students acquire interdisciplinary breadth within their selected coursework. These guidelines include:

- Substantive and theory course requirements (see typical course of study for MSc AHN, MSc FRHD, PhD AHN, PhD FRHD)
- Research methodology and statistics course requirements
- Research seminar requirement
- Students are strongly encouraged to take elective courses within the department, across programs and across departments when available. Many are offered on an alternating year schedule, so it is important to take them when they are offered.

Competency Guidelines

Whereas the interdisciplinary guidelines address the student's knowledge base, the competency guidelines concern the student's acquisition of skills essential to research, practice and teaching in their profession. These competencies range from engaging in critical thinking, analytic reasoning and conceptualizing problems, to practical skills such as how to apply for a grant, communicate to a professional audience or teach a course.

The competency guidelines specify experiences and tasks that are designed to promote the acquisition of skills and achievements. The competency guidelines are of two types:

- Competency Requirements that state minimal criteria required by the department for graduation
- Competency Recommendations that state experiences and products that are strongly recommended by the department

For **thesis** students, an important focus on the competency guidelines concerns the development of students' skills as researchers and scholars. Students are expected to become actively involved in research from the beginning of their graduate program both by participating in ongoing faculty research and by developing their own research projects. These may be considered as a research apprenticeship, during which they can learn essential research and professional skills. Research tends to be collaborative at the beginning of the graduate program with master's students receiving strong direction from advisory committees. By the end of the PhD program, research is expected to be more independent and less directed by advisors.

The research competency requirement is met at the master's level by the master's thesis or major research paper and at the doctoral level by the PhD thesis. It is highly recommended that students also engage in

other independent or collaborative research that includes presenting at conferences and writing for publication.

Graduate Program Learning Outcomes

Advanced Critical Thinking and Research Skills

By the end of their program, students will demonstrate advanced critical thinking and problem-solving skills by conceptualizing and executing a research project. At the MSc level, this outcome is demonstrated through successful completion of the MSc thesis. Students at the PhD level are expected to develop more extensive critical thinking and research skills, and to do so more independently than at the MSc level; this is demonstrated through completion of the Qualifying Examination and the PhD thesis.

Advanced Research Literacy

By the end of their program, students will demonstrate advanced research literacy and skills through training in research methods, researching and writing a comprehensive literature review as part of their research proposal, and conceptualizing and executing a research project. At the MSc level, this outcome is demonstrated through their written thesis and oral defence. At the PhD level, this outcome is demonstrated through completion of the Qualifying Examination, their written thesis, and oral defence.

Communication Skills

By the end of their program, students will apply principles of knowledge translation and transfer to communicate information accurately and appropriately to various audiences. Audiences may include, but are not limited to: peers, researchers, the public, and community and/or industry partners and stakeholders. Students will demonstrate oral communication skills by creating logically structured oral presentations of appropriate breadth and depth; creating effective audiovisual materials, facilitating audience understanding of content; and doing so in an engaging manner. Students will demonstrate written communication skills by creating logically structured and comprehensive documents of appropriate breadth and depth, in which thoughts and arguments flow, are supported by evidence, and are appropriate for the target audience. Students will demonstrate visual communication skills by analyzing and presenting data in graphs, figures, or charts; and creating and utilizing audiovisual materials appropriate for the topic and audiences.

At the MSc level, this outcome is demonstrated through a presentation to faculty and peers at the departmental research seminar, and completion of their written thesis and oral defence. At the PhD level, this outcome is demonstrated through two presentations to faculty and peers at the departmental research seminar, and completion of the Qualifying Examination, their written thesis, and oral defence. Additional ways that this outcome may be demonstrated include conference presentations, academic publishing efforts, and other forms of knowledge dissemination.

Professional and Ethical Behaviour

By the end of their program, students will reliably engage in behaviour and skills consistent with academic integrity and professional and social responsibility. Students are expected to achieve this through the practice of, and critical reflection on, personal and professional skills and behaviours related to autonomy, leadership, organization, teamwork, and time management. They will demonstrate this outcome, in part, by timely completion of graduate program requirements, and professional interactions with peers, researchers, the public, and community and/or industry partners and stakeholders. Further evidence of the achievement of this outcome will be demonstrated through strict adherence to all aspects of academic

integrity and, for some students, application for clearance from the Research Ethics Board to conduct research for their research project.

Interdisciplinarity Respect

By the end of their program, students will be able to identify, integrate, and use knowledge from different disciplines and research orientations to engage in the active process of knowledge construction and be able to analyze their own emerging position as researchers. Students will demonstrate this outcome through active participation in the interdisciplinary departmental research seminar, learning about and giving thoughtful feedback to peers and other researchers (faculty and invited speakers), and participation in the annual Family Relations and Applied Nutrition Forum for the Advancement of Interdisciplinary Research (FRANFAIR) poster session.

Specialized Knowledge

By the end of their program, students will demonstrate depth of knowledge in an area of concentration within Applied Human Nutrition or Family Relationships and Human Development. At the MSc level, this outcome is demonstrated through completion of their written thesis and oral defence. At the PhD level, this outcome is demonstrated through completion of the Qualifying Examination, their written thesis, and oral defence. (n.b., Although there is more than one field in the FRAN MSc and PhD programs, students may engage in research projects that are interdisciplinary at the intersection of both fields; for these projects, it is expected that advisory committee include from both fields.)

Research Methodology and Statistics Course Requirements

In an interdisciplinary department where faculty and students undertake programs of research at various levels of analysis, instruction in the tools of research must be tailored to meet diverse needs. Depending on research requirements, specialization may be required in experimental, correlational, multivariate, qualitative, or program evaluation methods.

Course Code	Course Title	Program Requirement for:
FRAN*6000	Quantitative Research Methods	MSc AHN, FRHD, CFKS PhD AHN, FRHD
FRAN*6010	Applied Statistics	MSc AHN, FRHD, PhD AHN, FRHD
FRAN*6020	Qualitative Research Methods	MSc AHN, FRHD, CFKS PhD AHN, FRHD
FRAN*6330/ 6550	Research Seminar	All thesis students
FRAN*6440	Applied Factor Analysis & Structural Equation Modeling	PhD FRHD

Incoming students who have successfully completed comparable graduate level statistics, quantitative and/or qualitative research methods courses, with grades of 75% or higher, can request an exemption. Please contact the Graduate Program Assistant for more information. You will be required to provide the complete course outlines for verification. You will also need to take additional courses in lieu of any exempt courses to meet the program requirements of the degree.

FRAN Research Seminar

Research Seminar (FRAN*6330 and FRAN*6550) is a dynamic departmental event that occurs most weeks of the fall and winter semesters (1.5 hours/week) designed to promote the interdisciplinary and intellectual research culture of our department and graduate programs.

Research Seminar occurs in both large group (departmental) and small group (FRHD and AHN). MSc and PhD thesis students must register and attend Research Seminar during all fall and winter semesters of their program.

CFT and MAN students are not required to attend but are always welcome to attend and participate.

In weeks where there is no scheduled Research Seminar, Departmental "Let's Talk about Teaching" sessions are often scheduled. Graduate students are welcome to attend "Let's Talk about Teaching" sessions, but they are not part of the Research Seminar required attendance. These are optional professional development opportunities.

Visiting Scholars

From time to time the Department or College will sponsor presentations by visiting scholars. Students are strongly encouraged, as active members of the research community, to attend these presentations.

Professional Communication Competencies

Professionals are expected to disseminate knowledge. The most common mechanisms include publishing in peer reviewed journals and presentations at conferences and scholarly/professional meetings. There are various mechanisms for demonstrating competency in this are:

- Preparation and submission of research for a presentation at a major scholarly/professional meeting or conference (recommended for MSc students and highly recommended for PhD students)
- Preparation and submission of at least one scientific article using appropriate publication manual guidelines for publication in a scholarly journal. Students should demonstrate that they can publish their work or that they can respond to reviewer commentary and rework their manuscript with an intention of resubmitting (recommended for MSc students and highly recommended for PhD students)
- Preparation of a research grant proposal for a small research study using the NSERC, SSHRC or CIHR Grant Proposal Formats. This requirement provides reasonable evidence that the student has the basic skills in conceptualizing, writing, building a budget and submitting for competitive research funding. It is possible to obtain some experience as part of the student's course assignments (e.g., FRAN*6000 Quantitative Research Methods; PhD thesis proposal may be in grant proposal format). This is highly recommended for PhD students.

Applied Human Nutrition (AHN)

Mission Statement of the Applied Human Nutrition Graduate Program

Diet and physical activity are recognized as major determinants of health. Diet and nutrition have been implicated in seven of the ten leading causes of death in Canada. Of the many risk factors for these diseases, diet and physical activity are among the few that are modifiable. The quality and quantity of food consumed by individuals, and their level of physical activity, play crucial roles in determining the state of health and ultimately, quality of life.

The field in Applied Human Nutrition is committed to contributing to the quality of life in the communities it serves by fostering excellence in education, research and service in Applied Human Nutrition.

Central to our mission is research in human nutrition and the preparation of professionals who:

- can contribute as leaders in nutrition-related health promotion, health maintenance and treatment programs, and in the evaluation of nutritional health of individuals and groups;
- can contribute as scientists committed to high quality research in nutrition and physical activity;
- and are motivated to continue independent life-long learning and who can work effectively as members of inter and multidisciplinary teams in health and social service programs.

In fulfillment of our mission, we are pursuing:

1. The development and critical evaluation of new knowledge about the biological, behavioural, social and environmental bases of nutritional health, physical activity and disease;
2. The development and critical evaluation of new knowledge about the assessment and evaluation of nutritional health of individuals and selected population groups;
3. The development and critical evaluation of new knowledge concerning the effectiveness of nutrition and physical activity intervention strategies delivered at both individual and community levels; and
4. Application of knowledge from the above three spheres to support implementation of program in the local, national, and international communities we serve.

Graduate Learning Outcomes

By the end of their graduate program in Applied Human Nutrition, successful MSc, Master of Applied Nutrition (MAN) and/or PhD students will be able to:

Foundational Knowledge in Applied Human Nutrition

Students will apply knowledge of individual, social and environmental influences on nutritional health to complex learning, research, and problem-solving activities.

Students will demonstrate *breadth* of knowledge in nutrition, physiology, sociology, psychology, food, populations health and communications. They will demonstrate this by successfully completing courses as part of their graduate program and, in some instances by complementing these with undergraduate courses in one or more of the above areas if these were not taken as part of their baccalaureate training.

Specialized Knowledge in Applied Human Nutrition

Students will generate knowledge in a selected area of concentration in human nutrition by conducting an applied research project. Students will demonstrate *depth* of knowledge related to their particular area of

concentration. Areas of concentration may include, but are not limited to, clinical nutrition in a selected population (e.g. metabolic syndrome), food security, physical activity, determinants of food choice, childhood obesity, etc.

PhD students are expected to develop specialized knowledge to a greater depth than MSc or MAN students. They will demonstrate this via the successful completion of a doctoral qualifying examination and rigorous review of their thesis by content experts internal and external to the University of Guelph. MAN students will demonstrate specialized knowledge via successful completion of both a smaller applied project (described below), as well as three practicum in various settings such as family health teams, community health centres, food industry, etc.

Advanced Critical Thinking and Research Skills

Students will demonstrate advanced critical thinking and problem-solving skills by conceptualizing and executing an applied research project.

PhD students are expected to develop more extensive critical thinking and research skills, and to do so more independently, than are MSc or MAN students. They will demonstrate this by generating a doctoral thesis by the conclusion of their program. MSc students are expected to generate a master's thesis, and MAN students to complete a smaller applied project, such as a PEN[®] (Practice-Based Evidence) pathway, patient education materials, etc., by the conclusion of their programs. Additional evidence of advanced critical thinking and research skills include development of research questionnaires, knowledge translation initiatives, literature reviews (narrative, scoping, systematic), grant writing, and analysis of a dataset.

Communication Skills

Students will apply principles of knowledge translation and transfer to communicate information accurately and appropriately to various audiences, using oral, written and visual modalities. Audiences may include, but are not limited to: peers, researchers, registered dietitians, clients, consumers, the public, health care professionals, community partners and industry stakeholders.

Students will demonstrate oral communication skills by creating logically structured oral presentations and appropriate breadth and depth; creating effective audiovisual materials; facilitating audience understanding of content; and doing so in an engaging manner. Examples of oral efforts include research seminar presentations, conference presentations, journal article critiques, nutrition counselling sessions, teaching skills, etc.

Students will demonstrate written communication skills by creating logically structured and comprehensive documents of appropriate breadth and depth, in which thoughts and arguments flow, are supported by evidence and are appropriate for the target audience. Examples of writing efforts include journal articles, systematic literature reviews, grant applications, PEN pathways, nutrition business proposal, etc.

Students will demonstrate visual communication skills by analyzing or representing data in graphs, figures or charts; and creating and utilizing audiovisual materials appropriate for the topics and audiences. Examples of visual efforts include poster presentations, diagrams, graphs, tables, etc.

Professional and Ethical Behaviour

Students will demonstrate behavior and skills consistent with academic integrity and professional and social responsibility.

Students are expected to achieve this through both practice of, and critical reflection on, personal and professional skills and behaviours related to autonomy, leadership, mentorship, organization and time management. They will demonstrate these skills, in part, by timely completion of graduate program requirements; and professional interactions with peers, researchers, registered dietitians, clients, consumers, the public, health care professionals, community partners and industry stakeholders, as appropriate to their graduate programs. Some students may apply for clearance from the Research Ethics Board to conduct research as part of their program of study; this can be considered evidence of *professional and ethical behavior*.

MSc in Applied Human Nutrition

MSc AHN Program Objectives

The broad objectives of the MSc AHN program are:

1. To engage students in an advanced level of scholarship;
2. To develop interdisciplinary perspectives in the student's conceptualizations within their field of study;
3. To develop the student's competence in relating theory to practice; and
4. To bring students to a point where they will have confidence in their own competencies, recognize their own limitations, and have capabilities of value to community.

The MSc is a two-year research degree that is a comprehensive and cohesive program of study for those pursuing the master's level as a terminal degree and which also provides a solid foundation for those students wishing to progress on to the PhD level.

MSc AHN Required Core Courses

For all students in the MSc Applied Human Nutrition program, required courses are found in the [Graduate Calendar](#). In addition, see [MSc AHN Typical Course of Study](#).

MSc AHN Elective Courses

In consultation with their Advisory Committees, MSc students take one elective course to fulfill their course requirements. These should be negotiated with the advisory committee early in the program. Students are also able to take additional elective courses as desired. Please refer to WebAdvisor and/or the Graduate Program Assistant regarding course availability.

MSc AHN Thesis Guidelines

All MSc AHN students must complete a thesis. The procedures governing the MSc AHN master's thesis are the same as those governing other MSc degrees. You can find the FRAN [MSc Thesis & Defence Guidelines](#) and an [MSc Defence Checklist](#) on the department website.

The thesis should conform to the standards set out in the style manual published by the American Medical Association (AMA) and/or the American Psychological Association (APA) and the format specified by the [Office of Graduate & Postdoctoral Studies](#).

PhD in Applied Human Nutrition

PhD AHN Program Objectives

The PhD is primarily a research degree and, as such, a major objective is for the student to develop, to a high degree, knowledge and research abilities to conduct independent research. The doctoral program is distinguished from the MSc program both in the breadth and depth of scholarship expected.

Students in the PhD program are expected to demonstrate a comprehensive understanding of human nutrition including: nutrient function and metabolism; nutrient needs of humans and their provisions throughout the life cycle; assessment of nutritional status; and the etiology, possible interventions and prognosis of major nutritional problems. As well, students should have some insight into the social/psychological dimensions of nutrition behavior of individuals and communities and a sound perspective on aspects of applied nutrition related to their particular focus of interest.

PhD AHN Course Requirements

The PhD is primarily a research degree, and for that reason, course work commonly is less in the master's program. For all students in the Applied Human Nutrition PhD program, required courses are found in the [Graduate Calendar](#).

The program of study will typically include required and additional courses, the comprehensive examination and completion of a thesis. Typical student progress through the doctoral program is outlined in the [PhD AHN Typical Course of Study](#).

PhD AHN Elective Courses

Additional courses can be selected with the approval of the Advisory Committee. Students entering the doctoral program either from other institutions or through the MSc stream in AHN may be required to choose additional courses that complete the interdisciplinary breadth requirement of the AHN program.

Additional courses for PhD students will be at the discretion of the Advisory Committee. PhD students will not be required to take core courses if they have already been taken in the MSc program in the Department of Family Relations and Applied Nutrition.

PhD AHN Qualifying Examination

See Appendix D the Department website for information on FRAN's [PhD Qualifying Examination procedure](#).

PhD AHN Thesis Guidelines

All PhD AHN students must complete a thesis. The procedures governing the PhD AHN doctoral thesis are the same as those governing other doctoral degrees. You can find the FRAN [PhD Thesis & Defence Guidelines](#) and a [PhD Defence Checklist](#) on the department website.

The thesis should conform to the standards set out in the style manual published by the American Medical Association (AMA) and/or the American Psychological Association (APA) and the format specified by the [Office of Graduate & Postdoctoral Studies](#).

Master of Applied Nutrition (MAN)

Mission

The mission of the MAN program is to produce competent dietetic professionals able to apply advanced theoretical and technical knowledge to work in a variety of settings. Graduates will also possess the critical appraisal and entry-level technical skills to engage in practice-based research.

MAN Program Objectives

The goals of the MAN program are to:

1. Develop student's theoretical knowledge and skills related to research, critical appraisal, and communication through graduate course work;
2. Foster research-mindedness and practice-based research skills development by engaging students in a variety of research activities; and
3. Promote the acquisition and demonstration of professional competencies through practicum placements and reflection on practice.

The MAN program is a one-year competency-based, coursework/practica master's degree that meets the practical training requirements to become a registered dietitian (RD).

MAN Program Learning Outcomes

Please see the [Mission Statement of the AHN Graduate Program and the Graduate Learning Outcomes](#).

Values and Principles of the MAN Program

Critical Thinking – Thinking critically in the practice of dietetics involves identifying and challenging assumptions used in practice as well as analyzing assumptions in the framework of the research literature. Graduate courses in nutrition and management build on the critical analysis skills developed in the undergraduate program through discussions of the research literature and assignments. Weekly seminars in the practicum courses focus on reflective analysis of practice experiences, considering similarities and differences in practices in different settings, and the use of research for evidence-informed decision making. Reflecting on the difference practices and problem-solving approaches supports the development of practice theory, professional competence and continuing professional growth.¹ Reflective practice supports the development of transferable skills that can be applied in a variety of dietetic practice settings including practice-based research skills.

Graduate Courses – Students take graduate courses in community nutrition/nutrition education, advanced clinical nutrition/assessment and foodservice management, which focus on the latest research in these fields. These courses provide strong theoretical underpinnings for the three broad areas of competency required for practice. Students increase their knowledge of the field while enhancing their skills in three areas: the research process, critical appraisal, and communication. Assignments in the courses apply theories to practice in real-life situations, demonstrating dietetic competencies and research mindedness.

¹ Schön DA. *Educating the Reflective Practitioner*. San Francisco; Jossey-Bass Publishers, 1987.

Fundamentals of Dietetic Practice-Based Research is a unique blend of classroom and self-directed work to develop basic skills in research methods for practice improvement and evaluation. Students complete 12 weeks of classes in the fall that will focus on critical appraisal, quantitative methods, qualitative methods, and quality improvement. MAN students will engage in and document several elements of practice-based research throughout the program. These experiences will stem from applied assignments in graduate course work as well as from activities completed in practicum placements. The research portfolio will be used to summarize and document experiences as well as provide a venue for student reflection on research experiences. Additionally, the portfolio will be a research resource that students can bring forward to use and refer to in their careers as dietitians.

Practicum Activities – The practica promote the acquisition of professional competencies through experience in practice and reflection on practice². The practicum activities contribute to the development of research mindedness by allowing students to explore how research can inform practice and what the research needs of practice are³.

The practicum activities in the MAN program provide:

- **Learning opportunities for the student to develop and demonstrate dietetic competencies in practice settings that include clinical, health promotion and management activities.** The student and the placement supervisor develop the practicum plan based on the placement setting's dietetic-related activities. The tasks and projects use dietetic entry-level competencies, which are evaluated and documented on the overview spreadsheet.
- **Services for the placement agency.** The tasks and projects contribute to the work and productivity of the agency. The projects provide the opportunity for students to critically appraise the literature to produce evidence-based resources and recommendations. By the end of the practicum, the student performs some dietitian responsibilities independently.
- **Individualized Program with Regular Review and Planning for Competencies** – Different practica are planned for each student, to match skills and learning needs of the students with resources and needs of the placement. Regular review and planning for competencies throughout the program maximize potential for successfully completing the ICDEP entry-level competencies.

MAN Required Course Requirements

For all students in the Master of Applied Nutrition program, required courses are found in the [Graduate Calendar](#). Also see [MAN Typical Course of Study](#).

Fundamentals of Dietetic Practice-Based Research

MAN students will engage in and document several elements of practice-based research throughout the program. These experiences will stem from applied assignments in graduate course work as well as from activities completed in practicum placements. The Fundamentals of Dietetic Practice-Based Research course will provide the foundation for the practice-based research experiences with a focus on critical appraisal, quantitative methods, qualitative methods and quality improvement. The research dossier will be used to summarize and document experiences as well as provide a venue for student reflection on research experiences. Additionally, the dossier will be a research resource that students can bring forward to use and refer to in their careers as dietitians.

Each MAN student's advisory committee will consist of the following:

Advisor – Alexia Prescod (MAN Program Coordinator)

Committee Members: Amy Skeoch (MAN Practicum Coordinator) and for students completing their Internships at Grand River Hospital, Hannah Marcus

MAN Program Confirmation of Completion Letter

A letter from the MAN program confirming the completion of all program requirements is the document that the College of Dietitians of Ontario (CDO) (or other provincial dietetic regulatory body if the student is writing the exam in another province) will need as part of the review of your application for entry to practice as a registered dietitian.

The Graduate Advisory Committee will review the student's completed MAN Competency Record spreadsheet, Record of Dietetic Practices and Research Portfolio to ensure that all the required ICDEP entry-level competencies and applied research skills have been demonstrated in a variety of settings. Additionally, e-mail confirmation from summer course instructors that all coursework has been submitted must accompany the request for documentation review.

If a student has not achieved the expected level of competence, additional activities will be identified and executed to achieve this. A plan for completion of the activities will be determined in consultation with the student.

When the review of the above-mentioned documentation indicates that all program requirements have been completed, a letter confirming program completion will be sent to the CDO (or other provincial dietetic regulatory body).

Family Relations and Human Development (FRHD)

The department offers both a Master's (MSc) and a Doctoral (PhD) degree in Family Relations and Human Development (FRHD). The field offers strengths in the following areas of research:

- Child and adolescent development
- Adult development and/or gerontology
- Parent-child and family relations
- Human sexuality
- Qualitative and quantitative research methods
- Program evaluation
- Intervention
- Creative research practices (e.g. arts-based approaches)

Each student's program is determined by their area of research and by their selection of elective courses. Students work closely with an advisory committee in developing an individualized program of study by selecting courses that not only provide for interdisciplinary breadth but also address the student's specific research and professional goals.

Individual students may have unique course needs and requirements; these should be negotiated with the student's advisory committee.

Graduate Learning Outcomes

By the end of their graduate program in Family Relations and Human Development, successful MSc, and/or PhD students will be able to:

Interdisciplinarity

By the end of their graduate studies in Family Relations and Human Development students will be able to identify, integrate, and use knowledge from different disciplines and research orientations to address specific research questions or phenomena. They will be able to interpret and implement the active process of knowledge construction and be able to analyze their own emerging position with respect to theory and research paradigms. Students will evidence these abilities through active participation in the Research Seminar course and completion of thesis projects (MSc and Ph.D.). Ph.D. students are expected to demonstrate more advanced interpretation and integration of interdisciplinarity and the science practitioner model in their analysis and practice of research.

Specialized Knowledge in Family Relationships and Human Development

By the end of their program students are expected to demonstrate depth of knowledge in an area of concentration. Areas of concentration may include, but are not limited to, Child and Adolescent Development, Social Policy, Adult Development and Aging Parent-Child, and Family Relations, or Human Sexuality. Master's and Ph.D. students will complete theses, which will be reviewed by experts internal and external to the University of Guelph. Ph.D. students are expected to develop specialized knowledge to a greater depth than MSc. students. They will demonstrate this via the completion of a doctoral qualifying examination in addition to a thesis. Also, the Ph.D. thesis is expected to demonstrate the capacity to conduct original research.

Critical Thinking

By the end of their program students will be able to apply logical principles, using inquiry and analysis to solve problems with a high degree of innovation and divergent thinking. Students will also be able to explain and integrate the connections between theory, research and practice. At the master's level this outcome is demonstrated via successful completion of the Master's thesis. A greater degree of critical and creative thinking is expected at the Ph.D. level and is evidenced by the Qualifying Examination as well as the Ph.D. thesis.

Advanced Research Literacy and Skills

FRHD promotes a comprehensive approach to the training of graduate students in the tools of science. This includes theoretical tools (i.e., epistemological and ontological frameworks, substantive theory) as well as empirical tools which include quantitative, qualitative and arts-based methods. All these tools have different roles in a holistic methodology of knowledge construction and equip students to flexibly address the research questions and complex phenomena that they encounter. Students will demonstrate advanced research skills by conceptualizing and executing a thesis project. PhD students are expected to develop more extensive theoretical and empirical research skills and to do so more independently than MSc students. All students are expected to demonstrate proficiency in research methods through their written theses and oral defence.

Communication Skills

Students will be able to apply principles of knowledge translation and transfer to communicate information to various audiences. Audiences may include, but are not limited to: peers, researchers, the public, and community partners. Students will demonstrate oral communication skills by creating logically structured oral presentations of appropriate breadth and depth; creating effective audiovisual materials; facilitating audience understanding of content; and doing so in an engaging manner. Examples of presentations include presenting at research seminar or at conferences.

Students will demonstrate written communication skills by creating logically structured and comprehensive documents of appropriate breadth and depth, in which thoughts and arguments flow, are supported by evidence, and are appropriate for the target audience. Examples of written efforts include journal articles drafted and/or submitted for publication, systematic literature reviews, grant applications, etc.

Students will demonstrate visual communication skills by analyzing or presenting data in graphs, figures or charts; and creating and utilizing audiovisual materials appropriate for the topics and audiences. Examples of visual efforts include poster presentations, diagrams, graphs, tables, photos, videos, etc.

Professional and Ethical Behaviour

Students will demonstrate behaviour and skills consistent with academic integrity and professional and social responsibility. Students are expected to achieve this through personal and professional skills and behaviours related to autonomy, leadership, organization, team work, and time management. They will demonstrate these skills, in part, by timely completion of graduate program requirements; and professional interactions with peers, researchers, the public, community partners and others.

MSc in Family Relations and Human Development

MSc FRHD Required Core Courses

For all students in the Family Relation and Human Development MSc Program, required courses are found in the [Graduate Calendar](#). Also see MSc FRHD Typical Course of Study.

On occasion students may take a practicum course depending on the availability of a faculty member to supervise a practicum experience. Speak to your advisor about this opportunity.

MSc FRHD Elective Courses

Students in the MSc FRHD can take additional elective courses. Additional electives are taken when warranted by a student's program of study and in consultation with the Advisory Committee.

MSc FRHD Thesis Guidelines

All MSc FRHD students must complete a thesis. The procedures governing the MSc FRHD master's thesis are the same as those governing other MSc degrees. You can find the FRAN [MSc Thesis & Defence Guidelines](#) and an [MSc Defence Checklist](#) on the department website.

The thesis should conform to the standards set out in the style manual published by the American Psychological Association (APA) and the format specified by the [Office of Graduate & Postdoctoral Studies](#). You can also find information, including a thesis template on the [Preparation of your Thesis](#) page of the Office of Graduate & Postdoctoral Studies website.

PhD in Family Relations and Human Development

PhD FRHD Required Core Courses

The PhD is a research degree. For all students in the PhD program in Family Relations and Human Development, required courses are found in the [Graduate Calendar](#). Also see PhD FRHD Typical Course of Study.

Students entering the doctoral program from other institutions may be required to take additional courses that complete the interdisciplinary breadth requirement of the FRHD program. These additional courses will be selected in consultation with the advisor and advisory committee.

At the PhD level there are additional requirements:

1. The Specialization Paper and accompanying [Qualifying Examination](#)
2. The PhD theory course FRAN*6280 Theorizing in Family Relations and Human Development (usually offered in alternate years)
 - FRAN*6440 Applied Factor Analysis & Structural Equation Modeling (usually offered in alternate years).

Individual students may have unique course needs and requirements; these should be negotiated with the student's advisory committee.

Incoming students who have successfully completed comparable graduate level statistics, quantitative and/or qualitative research methods courses, with grades of 75% or higher, can request an exemption. Please contact the Graduate Program Assistant for more information. You will be required to provide the complete course outlines for verification. You will also need to take additional courses in lieu of any exempt courses to meet the program requirements of the degree.

PhD FRHD Elective Courses

PhD FRHD students are required to take a 0.5 elective course as part of their program of study. Some students take additional elective graduate courses as desired. The student's selection of elective courses is primarily determined by research specialization.

PhD FRHD students who have completed their MSc in the Department of Family Relations and Applied Nutrition will need to replace the required statistics and research methods courses with additional electives.

PhD FRHD Specialization Paper and Qualifying Exam

Please see Appendix E

PhD FRHD Thesis Guidelines

All FRHD PhD students must complete a thesis. The procedures governing the PhD FRHD doctoral thesis are the same as those governing other doctoral degrees. You can find the FRAN [PhD Thesis & Defence Guidelines](#) and a [PhD Defence Checklist](#) on the department website.

The thesis should conform to the standards set out in the style manual published by the American Psychological Association (APA) and the format specified by the [Office of Graduate & Postdoctoral Studies](#). You can also find information, including a thesis template on the [Preparation of your Thesis](#) page of the Office of Graduate & Postdoctoral Studies website.

Critical Family and Kinship Studies (CFKS)

The department offers a Master's (MSc) degree in Critical Family and Kinship Studies. The field offers strengths in bringing critical perspectives and Indigenous ways of knowing to the study of Family Relations.

Each student's program is determined by their area of research and by their selection of elective courses. Students work closely with an advisory committee in developing an individualized program of study by selecting courses that not only provide for interdisciplinary breadth but also address the student's specific research and professional goals.

Individual students may have unique course needs and requirements; these should be negotiated with the student's advisory committee.

MSc in Critical and Family Kinship Studies

MSc CFKS Required Core Courses

For all students in the Critical and Family Kinship Studies MSc Program, required courses are found in the [Graduate Calendar](#). Also see MSc CFKS Typical Course of Study.

MSc CFKS Elective Courses

Students in the MSc CFKS can take additional elective courses. Additional electives are taken when warranted by a student's program of study and in consultation with the Advisory Committee.

On occasion students may take a practicum course depending on the availability of a faculty member to supervise a practicum experience. Speak to your advisor about this opportunity.

MSc CFKS Thesis Guidelines

All MSc CFKS students must complete a thesis. The procedures governing the MSc CFKS master's thesis are the same as those governing other MSc degrees. You can find the FRAN [MSc Thesis & Defence Guidelines](#) and an [MSc Defence Checklist](#) on the department website.

The thesis should conform to the standards set out in the style manual published by the American Psychological Association (APA) and the format specified by the [Office of Graduate & Postdoctoral Studies](#). You can also find information, including a thesis template on the [Preparation of your Thesis](#) page of the Office of Graduate & Postdoctoral

Mental Health (MA)

The Master of Arts in Mental Health (MA.MH) is a **two-year online program** at the University of Guelph designed to give you the best non-clinical mental health training possible in Ontario.

If you are a professional in a field such as teaching, human resources, social work, policing, or nursing, this course-based master's degree is a flexible pathway for you to upgrade or enhance your education so you can address our society's growing demand for mental health support through your existing or future career.

The Master of Arts in Mental Health is part of the Relational and Psychotherapy Training Program (RPTP) at the University of Guelph. If you are interested in practicing psychotherapy and registering with the [College of Registered Psychotherapists of Ontario \(CRPO\)](#), check out our immersive clinical training programs, the [Master of Relational and Family Therapy](#) and the [Master of Psychotherapy](#).

Foundations of Mental Health

Our societal landscape is shifting to place greater emphasis on understanding mental health as a distinct yet integral part of a person's overall physical health and wellbeing.

In response, the Master of Arts in Mental Health will provide you with practical knowledge of mental health to take back and apply to your existing or future career path. Infused with systematic thinking and equity, diversity and inclusion, the program will teach you to consider mental health in the context of relationships and broader social systems.

You will be able to use the ideas learned in the program to influence or shape workplace or social policies or develop programming related to improving mental health within the workplace and community.

Mental Health (MA)

MA.MH Required Core Courses

For all students in the Masters of Art in Mental Health program. required courses are found in the [Graduate Calendar](#). Also see MA.MH Typical Course of Study.

The two-semester Transitions and Mental Health Capstone course must be taken in your final two semesters of study, but the other courses can be taken in any order.

MA.MH Elective Courses

Students in the MA.MH can take additional elective courses. Please note that not all courses offered in the Department are online offerings and therefore if you are unable to come to campus, please do not register for in-person courses.

APPENDICES

Appendix A

Graduate Calendar: Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students and Graduate Student-Advisor Mediation Procedures

Preamble

Many individuals bring to graduate programs a rich and varied experience derived from universities throughout the world. This policy provides an outline of best practices and principles to guide the normal interactions within a graduate program at the University of Guelph. The University offers advanced degrees across a wide range of academic disciplines each of which has its own cultural variances with respect to how graduate research is conducted and how students are advised. Practices will vary as well depending on the nature of the student's research project and the stage the student is at in his/her program. Thus, the level of scrutiny and interaction may range from that occurring on a continuous basis to that in which the student operates quite independently with only occasional guidance. Regardless of the discipline, however, the underlying principle is one of mutual respect among students, faculty, and staff in an academic environment governed by traditional standards of research and professional integrity, without prejudice or discrimination. Within this context, the student, the Advisor, the Advisory Committee and the Department assume certain responsibilities or obligations and are entitled to expect reciprocal commitments. The policy is neither exhaustive nor exclusive and should be viewed in the context of normal circumstances.

This policy should be viewed as complementary to the University of Guelph statement on Student Rights and Responsibilities.

Responsibilities of the Advisor

A Faculty Advisor's primary task is to guide and inspire his or her students to reach their scholarly potential. The Advisor should promote conditions conducive to a student's research and intellectual growth, providing appropriate guidance on the progress of the research and the standards expected. Good supervisory practice includes the following:

1. Facilitating the student's intellectual growth and contribution to a field of knowledge.
2. Guiding the student, with the assistance of the Advisory Committee, in the development of a program of study.
3. Assisting in the development and execution of a research program or project.
4. Being reasonably accessible to the student via telephone, electronic communication or in person for consultation and discussion of the student's academic progress and research problems. What constitutes "reasonable accessibility" may vary according to discipline, stage of research, etc. However, an Advisor must be in contact with the student frequently enough to be able to make an informed judgement on the student's progress on a semesterly basis.
5. Thoroughly examining written material submitted by the student and making constructive suggestions for improvement. Informing the student of the approximate time it will take for submitted written material to be returned with comments. Normally, comments should be returned to the student within two weeks, although circumstances such as absences from campus or unusually heavy workload may require that the Advisor take longer than two weeks to review the student's work. Timing of submission and review should be negotiated between student and Advisor.

6. Advising the student as to the acceptability of the draft thesis or research project prior to submission to the Advisory Committee. If the Advisor believes the thesis or research project is not ready for submission or will not be ready within a particular time, the Advisor should so indicate with written reasons to the student. In cooperation with the Chair or Departmental Graduate Program Coordinator, helping to organize qualifying and final examinations.
7. Assisting the student in learning about all appropriate deadline dates and regulations associated with thesis review, examination and submission, as specified in the Graduate Calendar and/or by the Office of Graduate Studies and/or the Department or School.
8. Giving ample notice of extended absences from campus such as research leaves, and making satisfactory arrangements for the advising of the student when the Advisor is on leave or on extended absence from the campus. Where a faculty member knows that he/she will be on leave for part of a student's program prior to the start of the program, the student should be informed of this at the outset. Depending on the length of absence and the stage of the student's program, it may be necessary to make arrangements for an interim Advisor.
9. Making reasonable arrangements, within the norms appropriate to the discipline and the limits of the material and human resources of the University, so that the research resources necessary for execution of the student's thesis or major paper research are available.
10. Advising the student of regulations designed to provide him/her with a safe environment. These include relevant safety and/or workplace regulations as well as policies designed to protect individual rights and freedoms. Alerting the student to any personal risks that may be encountered in the course of the research and providing training, guidance and adequate equipment appropriate for those risks.
11. Chairing the Advisory Committee. Responsibilities will include:
 - holding regular Advisory Committee meetings with the student, normally no less than once per semester
 - submitting evaluation reports every semester, when required by the program of study, in consultation with the Advisory Committee, to the Departmental Graduate Program Committee
 - formulating a plan of action with the student and the Advisory Committee to address any problems that have been identified as a result of a semester progress review, and
 - when a semester progress rating of "Some Concerns" or "Unsatisfactory Progress" has been assigned, providing written notification, including the signatures of all Advisory Committee members, to the Faculty of Graduate Studies.

Note

A "satisfactory" evaluation represents normal progress on course work and research. A "some concerns" report is compatible with an expectation for successful completion of the program, but indicates some specific concerns regarding the student's current performance and/or progress on course work or research or both. An "unsatisfactory" report is a clear indication of concern about the student's ability to complete the program. Such concern may be based on poor performance in course work or research or both. Unsatisfactory progress could include failure to meet agreed research milestones, including the timely preparation of a research proposal, including the signatures of all Advisory Committee members, to the Faculty of Graduate Studies.

12. Complying with any commitment of financial support made to the student as part of the offer of admission. In the event that expected financial support becomes unavailable, the Advisor will work with the Department and Faculty of Graduate Studies to ensure support for the student.
13. Acknowledging, in accordance with University policies, the contributions of the student in presentations and in published material, for instance through joint authorship.

14. Immediately disclosing to the Department Chair any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisor and student or when there are irreconcilable interpersonal conflicts, and in such cases it is expected that the faculty member will withdraw from the role of Advisor. Conflicts of interest may also arise when i) the Advisor or student have a financial interest in the outcome of a research project (in these cases, the decision as to whether withdrawal is appropriate should be made in consultation with the Department Chair) and ii) the Advisor is the instructor of a graduate course in which their student(s) is/are the sole registrant(s) (in these cases, the Department Chair (or designate) should ensure that work for grading is also evaluated by a second Graduate Faculty member with appropriate expertise.)

Responsibilities of Advisory Committees

Members of an Advisory Committee can do much to enhance the academic experience for a student, allowing the student to take advantage of a range of expertise in the discipline. The specific responsibilities of an effective Advisory Committee are as follows:

1. Encourage the student's intellectual growth to become a competent contributor to a field of knowledge. In this context, the Advisory Committee must provide constructive criticism and provocative discussion of the student's ideas as the program develops. The Committee should ensure that the student is exposed to a wider range of expertise and ideas than can be provided by the Advisor alone, including directing the student as appropriate to consult with experts outside the Committee.
2. Be reasonably accessible to the student for consultation and discussion of the student's academic progress and research problems.
3. Attend regular meetings of the Advisory Committee with the student, normally no less than once per semester.
4. Develop, with the student's involvement, and formally approve a list of courses that would constitute the program of study, no later than the end of the second semester. (This program of study is not considered final until also approved by the Department and the Faculty of Graduate Studies. Such approval will not normally be withheld if the proposed program meets the published program requirements.)
5. In consultation with the Advisor, confirm and approve progress reports in those cases where there are concerns or when the progress being made is unsatisfactory. ("Some Concerns" and "Unsatisfactory" progress reports will also be forwarded to the Department and the Faculty of Graduate Studies.)
6. Formulate a plan of action with the student to address any problems that have been identified as a result of a semester progress review of "Some Concerns" or "Unsatisfactory".
7. Inform the student of the approximate time it will take for submitted written material to be returned with comments. If the expected time exceeds the normal two-week turnaround, for instance because of absence from campus or an unusually heavy workload, provide the student and the Advisor with an estimate of the time required.
8. Thoroughly review and comment on drafts of written material. Inform the student as to whether or not a research project is complete or a thesis ready for submission to the final examination committee. If additional work is required, provide feedback to guide the student in satisfactory completion of the work.
9. Immediately disclose to the Advisor and the Department Chair any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisory Committee member and the student or when there are irreconcilable interpersonal conflicts,

and in such cases it is expected that the faculty member will withdraw from the Advisory Committee. Conflicts of interest may also arise when the Advisory Committee member or student have a financial interest in the outcome of the research project. In these cases, the decision as to whether withdrawal is appropriate should be made in consultation with the Department Chair and the Advisor.

Departmental Responsibilities

The development and maintenance of a high-quality graduate program is of key importance to every department in the Faculty of Graduate Studies. It is, therefore, in each Department's best interest to encourage and support effective graduate advising.

The responsibilities of the Department may be assigned by the Chair in whole or in part to the Graduate Program Coordinator and shared by the Graduate Program Committee. If such a designation of responsibilities occurs, that division of responsibilities should be clearly outlined and publicly available. In the case where the Graduate Program Coordinator is the faculty advisor, the responsibilities of the Graduate Program Coordinator with respect to departmental advising duties will be carried out by the Chair or his/her designate. Where the Chair, is the faculty advisor, his/her Departmental Responsibilities with respect to advising will be carried out by the Graduate Program Coordinator or his/her designate. The Department should:

1. Assist the Advisor and student in determining appropriate deadline dates and regulations associated with review, examination and submission of the thesis or research project as specified in the Graduate Calendar and/or the Office of Graduate Studies and the Department or School.
2. Make available to faculty and students information about current courses, areas of expertise of faculty members, and pertinent information not already outlined in the Graduate Calendar. This information may be available through the Department website, graduate handbook or occasional flyers.
3. Ensure that a Co-Instructor is assigned to a graduate course (eg. "reading" course) in situations where the Instructor is also the Advisor to the only student(s) registered.
4. Set up procedures that match students and advisors, with the matching to be completed as quickly as possible, not later than within six months of initial registration.
5. Approve the advisory committee/graduate degree program form no later than the 20th class day of the student's second registered semester.
6. Establish procedures by which the Graduate Program Coordinator and, if appropriate, the Graduate Program Committee can monitor progress of graduate students through reports by the Advisor, student, and appropriate others, and to communicate this progress to all involved parties.
7. Investigate situations where an Advisory Committee has not met for two or more consecutive semesters. In addition, investigate perceived irregularities in student/Advisor/Advisory Committee relationships.
8. If a student has received an unsatisfactory evaluation report for two consecutive semesters then the Departmental Graduate Program Coordinator will meet with the student, the Advisor and the Advisory Committee to consider the lack of progress and any possible remedial measures.
9. Maintain a list of scheduled faculty leaves and, where warranted, assist in making satisfactory arrangements for the advising of the student when the Advisor is on leave or on extended absence from the campus. Depending on the length of absence, it may be necessary to make arrangements for an interim Advisor.

10. Encourage the interaction of graduate students with other students and faculty, and the development of a professional identity through research seminars, posting of conferences, and other means.
11. Inform the Office of Graduate Studies should there be unresolved concerns about either the Advisor's effectiveness or the student's performance.
12. Allow students to change Advisors if their research interests shift or develop in a new direction and if the change reasonably can be accommodated by the Department.
13. In the event that an Advisor or Advisory Committee member withdraws because of a conflict of interest, work with all parties to mitigate any negative consequences of the withdrawal.

Graduate Student Responsibilities

From the choice of Advisor, choice of research project and through to degree completion, graduate students must recognize that they carry the primary responsibility for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make the effort to keep the lines of communication open. Specifically, each graduate student has a responsibility to:

1. Make a commitment to grow intellectually, in part by fulfilling course requirements as outlined by the Advisory Committee, and to contribute to a field of knowledge by developing and carrying out a program of research.
2. Learn about all appropriate deadline dates and regulations associated with registration, award applications and graduation requirements, as specified in the Graduate Calendar and/or the Office of Graduate Studies and/or the Department or School.
3. Recognize that thesis and research project topics must be within the scope of the appraised and approved graduate program as set out in the program descriptions in the Graduate Calendar.
4. Choose, with the approval of the Advisor and Advisory Committee, a topic of research for which adequate resources are available, including financial and physical resources and faculty expertise.
5. Conform to University, Faculty and Program requirements, academic standards, and guidelines including those related to deadlines, thesis or research project style, course requirements, intellectual property, academic misconduct and any relevant safety and/or workplace regulations.
6. Produce a thesis or research project which is the student's own work and which meets the University and Department standards for style and quality, reflecting a capacity for independent scholarship in the discipline.
7. Recognize that the Advisor and members of the Advisory Committee have other educational, research and service obligations which may preclude prompt responses to the graduate student. It is expected, however, that the approximate time for submitted written material to be returned with comments is usually two weeks.
8. Consider and respond to advice and criticisms provided by the Advisor or members of the Advisory Committee.
9. Meet or communicate regularly with the Advisor (or designate). The frequency and timing of meetings will depend on the nature of the research being undertaken and the stage in the student's program. However, meetings should be of sufficient frequency that the Advisor can make an adequate

assessment of the student's progress each semester and the student receives timely feedback on what is being done well and where improvement is needed. The student should also interact with individual Advisory Committee members and other faculty as appropriate and meet with the Advisory Committee, normally no less than once per semester, to review progress.

10. On a regular basis, make available to the Advisor all original research materials, retaining a copy where appropriate.
11. Be prepared to approach first the Advisor and then the Graduate Program Coordinator or Chair with any perceived problems or changes in circumstances that could affect performance. (If circumstances warrant, students may wish to consider a leave of absence on compassionate grounds. Information about this may be obtained from the Office of Graduate Studies or from the departmental Graduate Program Coordinator.)
12. Submit, with specific reasons, any request for the replacement of an Advisor or member of the Advisory or Examining Committee to the Departmental Graduate Program Coordinator should a personal or professional conflict arise. Students should take immediate steps to change their Advisor or a member of their Advisory Committee in cases where an appropriate academic relationship cannot be maintained. In most circumstances, the first step would be to meet with the Graduate Program Coordinator.
13. Recognize that changing Advisors after program entry may have consequences in terms of the nature and focus of an appropriate research topic, and may alter funding planned prior to the change from the initial Advisor as outlined in the Department's letter of funding.
14. Recognize that the student may be obliged to satisfy specific performance requirements that were agreed to at the time of acceptance to the graduate program. These performance requirements may relate to internal or external funding support that the student receives.
15. Recognize that progress will be evaluated every semester by the Advisor and Advisory Committee, and reported to the Program and in the case of "some concerns" or "unsatisfactory" performance, to the Faculty of Graduate Studies.

Dispute Resolution Mechanisms (with flowchart)

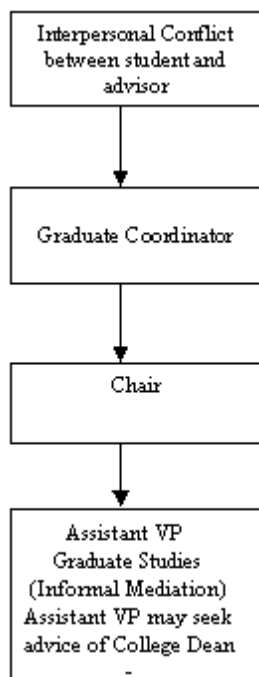
Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies. Depending on the type of conflict and the issues involved, different resolution mechanisms will be appropriate. Four types of conflict can arise in the course of graduate studies. These are:

1. Interpersonal conflict between the student and the advisor.
2. Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity.
3. Disruptive, abusive, or destructive behaviour on the part of the advisor.
4. Disruptive, abusive, or destructive behaviour on the part of the student.

Following is a brief summary of the various conflict resolution processes currently in place at the University and based upon current policies. Complainants, responding administrators or committees who believe they have or are dealing with a human rights complaint may, at any time, consult the University's Human Rights Policy and the Human Rights and Equity Office. The attached flow chart provides a visual representation of the various processes.

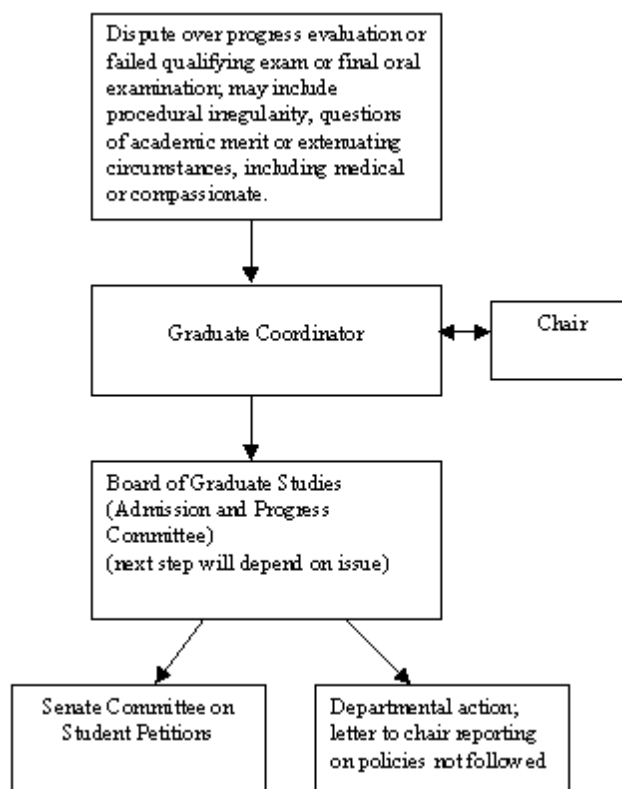
Interpersonal conflict between the student and the advisor

As in any other domain of human endeavour, conflict can arise between the student and Advisor simply because of differences in personality, communication style, or unspoken expectations. In many cases, such conflict can be resolved through improved communication, but occasionally the situation deteriorates to the point where external mediation is required. The proposed dispute resolution mechanism is consistent with other University policies, emphasizing action first at the local level. The initial complaint should be brought to the attention of the Graduate Program Coordinator, but if that individual is unable to resolve the dispute the Chair should become involved. If the Chair cannot resolve the matter, the Chair should inform the Assistant Vice-President (Graduate Studies) who, in consultation with the College Dean, will provide informal mediation.



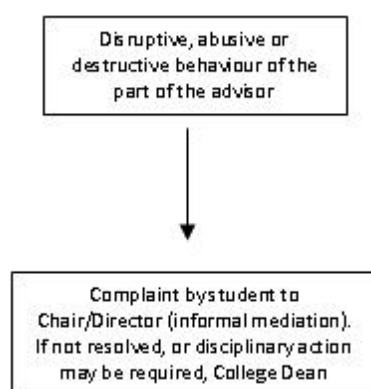
Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity

Disputes may arise regarding the quality of a student's work or the procedures used to assess this work. For example, there may be disagreement about the outcome of a failed qualifying examination or final oral examination. There may also be disagreement over the methods of assessing academic work or evaluating progress, including the means used to accommodate a student's disability or special circumstances. These disputes should first be brought to the attention of the Graduate Program Coordinator who may also consult the Chair. If the matter cannot be resolved at the departmental level, and/or the Department is unsure about options for resolution, the case should be referred to the Admissions & Progress Committee of the Board of Graduate Studies. The Committee will issue a ruling on the case to the Department, and may require specified action. Such action may include a requirement to seek independent evaluation by one or more internal or external assessors of the student's work. If the Admission and Progress Committee upholds the Departmental decision, and the student wishes to make the case that the methods and criteria used by the Department did not conform to procedures established by Senate, the student may appeal the decision to the Senate Committee on Student Petitions within 10 working days.



Disruptive, abusive or destructive behaviour on the part of the advisor

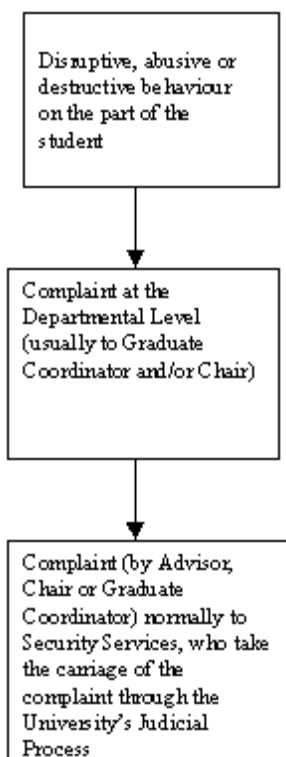
Disruptive, abusive, and destructive behaviour on the part of the Advisor is unacceptable in a scholarly environment. Investigation and remediation of such cases will be as per the Collective Agreement between the University and University of Guelph Faculty Association.



Disruptive, abusive, or destructive behaviour on the part of the student

Disruptive, abusive, and destructive behaviour on the part of the student is also unacceptable in a scholarly environment. The University's Student Rights and Responsibilities Policy, which is stated in the Graduate Calendar, lists a number of offences against individuals and property. Advisors, fellow students, or other faculty may register an informal complaint about a student's behaviour with the Graduate Program Coordinator or Chair, who will attempt to resolve the matter. The Graduate Program Coordinator/Chair may also choose to involve the Assistant Vice-President (Graduate Studies) in attempting to reach a resolution. If the Graduate Program Coordinator, in consultation with the Chair and/or Dean, is unable to resolve the matter, a formal

complaint should be made, normally to Security Services, who take carriage of the complaint through the University's Judicial Process.



Policy On Non-Academic Misconduct Purpose and Jurisdiction

1. The University of Guelph is an environment that develops the person, scholar & citizen. This Policy sets out the University's expectations regarding student conduct as members of the University of Guelph community.
2. In this Policy, a "student" is any person registered in a diploma, undergraduate or graduate program at the University of Guelph or otherwise taking credit or non-credit courses offered by the University of Guelph, or any person who was a student at the time the alleged breach occurred. "Campus" means the physical grounds of either the University's main campus or the regional campuses. This Policy does not apply to students registered at University of Guelph-Humber programs and attending Humber College.
3. Except as noted in paragraph 4 and 5, this Policy applies to all student non-academic behaviour on campus and to students who are engaged in University programs off campus. Allegations regarding other off campus conduct may be brought forward under this Policy if the violation in question materially affects the safety, integrity or educational interests of the University community or as provided under the **Community Standards Protocol**.
4. Alleged breaches of this Policy which arise within University residences may in the discretion of Student Housing Services, proceed under the **Residence Community Living Standards**.
5. Alleged breaches of this Policy which arise at the regional campuses will be subject to the process and procedures specific to the regional campuses.

University Community Values

6. The University of Guelph's core value is the pursuit of truth. It is animated by a spirit of free and open enquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging (*University of Guelph Act, 1964*). It is expected that all members of the University community will support and enrich these values by interacting with each other in a manner that is respectful, civil and consistent with the following responsibilities. Failure to abide by these responsibilities may result in penalties.

Diversity

7. Students have a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University's commitment to the Ontario Human Rights Code and the **Human Rights at the University of Guelph Policy**¹

¹Allegations of breach may be pursued either under this Policy or the applicable human rights policy or legislation

Integrity

8. Students have a **responsibility** to help maintain the integrity of the University as a community for learning. An example of this type of responsibility is the requirement to abide by all Federal, Provincial and Municipal laws² and University policies including but not limited to:
 - a. **Drugs and Drug Paraphernalia** - to not possess, use, supply or traffic illegal drugs, drug paraphernalia or controlled substances.
 - b. **Alcohol** -to possess, purchase, and/or use of liquor by those under the age of 19 is prohibited. The sale or provision of alcohol to anyone under the age of 19 is prohibited. Consumption or open possession of liquor is prohibited on campus other than in those areas where it has been specifically permitted.
 - c. **Smoking** -to abide by the **University's policy, Smoking in the Workplace**, which includes not smoking inside any University building or vehicle, or within nine metres of any building entrance or exit.
 - d. **Information Technology (IT)** -to use computer login codes or passwords and University IT resources (e.g., computing account or workstation) in accordance with the **University's Acceptable Use Policy**.
 - e. **Permits and Identification** - to not acquire, use, loan or disseminate University identification, express plans, building access cards, bus passes or parking permits that are stolen, borrowed, cancelled, lost, false, altered or expired. To not loan any of your identification to others nor alter or produce fake identification

² Allegations of criminal or other offences may be addressed off-campus under the applicable legislation. The University may also initiate charges under this Policy with respect to the same incident(s) if the allegation in question materially affects the safety, integrity and/or educational interests of the University community.

Learning

9. Students have a **responsibility** to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:
 - a. **University Property** - to respect posted hours and limits on entry where such conditions exist and not destroy, tamper with, deface or vandalize, monopolize, unlawfully access, remove or possess property not your own.
 - b. **Disruption** - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

Safety

10. Students have a **responsibility** to support an environment that enables students to be safe and free from harm. An example of this type of responsibility is the requirement to abide by the following:
 - a. **Harassment** - to treat all members of the University community with respect and without harassment. Harassment is defined as any attention or conduct (oral, written, virtual, graphic or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive or intimidating. Examples include but are not limited to bullying, hazing, sexual harassment, or unwanted sexual attention.
 - b. **Sexual Assault** - to not assault any person sexually or threaten any person with sexual assault.
 - c. **Bodily Harm** - to not engage in activities that are likely to endanger the health or safety of yourself or another person, or to assault or threaten to assault another person or to knowingly cause another person to fear bodily harm.
 - d. **Firearms and Other Weapons** - to not bring onto campus any firearms or weapons (examples include but not limited to: BB guns, slingshots, paintball guns, firecrackers, gunpowder or any other forms of unauthorized hazardous materials). Students are not allowed to use any objects to injure, threaten or intimidate a person.
 - e. **Fire and Life Safety Equipment** - to not tamper or interfere with, discharge or activate any life safety or fire equipment on campus unless for the purposes of responding to an emergency. Life safety equipment includes but is not limited to defibrillators, fire extinguishers, fire alarms and emergency phones.
 - f. **Guests** - to take reasonable steps to ensure your guests comply with this Policy. Students may be held responsible for any breach of the rules committed by your guests on campus.

Interim Suspension

11. If a student has been charged with a breach under this Policy and a student's conduct raises a reasonable apprehension of harm to the student or to others at the University, or the normal functioning of the University, the President or designate may, in his or her discretion, implement an interim suspension order. A Judicial Hearing will be undertaken as soon as possible and, in any event, no longer than fourteen working days from the laying of the charge.

Process - Main Campus (3)

12. Students who do not comply with these responsibilities may be charged with a breach of this Policy in two ways:
 - a. a ticket issued by Campus Community Police (**a University of Guelph Offence Notice or "UGON"**) or
 - b. a charge laid by an individual or by the University.
13. The hearing process under this Policy is carried out by the Judicial Committee based on the principles of fairness, participation and efficiency.
14. The Judicial Committee has authority to issue orders and penalties as outlined in its Terms of Reference. If a student has been found guilty of previous breaches of this Policy or the Residence Community Living Standards, that information is made available to the Judicial Committee for penalty consideration

Information on the Judicial procedures or common penalties may be obtained from the Judicial Website, or by calling the Judicial Officer, University Centre, at extension 52464 or from the Director's Office at each regional campus.

(3) Process and Procedures for the regional campuses are available at:

<http://www.uoguelph.ca/registrar/calendars/diploma/current/>

Periodic Review Process

15. This Policy will be reviewed no less than every five years by the Student Rights & Responsibilities Committee. Comments and specific suggestions for amendments or additions to the Policy are welcome at any time and should be referred to the Office of Student Affairs at: st_affs@uoguelph.ca.

Responsible Conduct of Research Policy and Procedures

The University of Guelph ("University") expects the highest standards of integrity in every aspect of research carried out by all members of its academic community. For the purposes of this document, "research" encompasses the creation and application of new knowledge and/or the use of existing knowledge in new and creative ways through research, scholarly, and artistic work.

The University is committed to exemplifying the values and behaviours associated with research integrity, in part, because the University recognizes that research must be built on a foundation of trust. Researchers must have trust in the data/results reported by others, and trust that when undertaking collaborative projects that they will be appropriately recognized for their contributions. The general public must have trust that public research funding will be managed and spent appropriately and accountably, and society must be able to have confidence in the research communicated and disseminated by the University. Maintaining the trust and confidence of both the academic community and general public is a responsibility the University takes very seriously and as such misconduct in research is clearly incompatible with the ethical standards of the University.

This policy found at <http://www.uoguelph.ca/research/guelph-conduct-research/responsible-conduct> provides guidance as to the expectations regarding research integrity and to those behaviours which may form the basis of action regarding research misconduct.

APPENDIX B

FRAN MSc Thesis and Defence Guidelines

This summary is intended as a guide for FRAN Graduate Students and Graduate Faculty. In all cases of interpretation and administration, the specific regulations of the Office of Graduate & Postdoctoral Studies will take precedence. Refer first to the following Graduate Calendar and Office of Graduate & Postdoctoral Studies web pages:

- University's Degree Regulations, MSc
- Completion and Graduation
- Electronic Thesis Information
- Review Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students
- Review Graduate Student-Advisor Mediation Procedures

Establish Advisory Committee

The [Advisory Committee Appointment & Graduate Degree Program Form](#) (found under Graduate Records Forms) needs to be submitted to the Graduate Program Assistant by the 10th day of a student's 2nd semester. Failure to submit this form will result in blocked registration in the following semester. *A new Advisory Committee Appointment form must be submitted if any changes are made to an Advisory Committee after this form has been submitted.*

- Thesis Proposal
- Detailed proposals for the thesis are prepared by the student in consultation with the Advisor and must be submitted to the Advisory Committee for approval. See [Thesis/Major Paper Proposal: Approval Form](#)
- MSc students must present a thesis proposal to the Advisory Committee and have this approved by the committee by the end of the 3rd semester.
- As part of the approval process, the Advisory Committee considers the feasibility of the study in terms of time limitations, expenses and availability of participants. The proposal may need several drafts to clarify the scope or to improve the writing.
- Students may be required to submit for REB approval after consultation with the Advisory Committee.
- Difficulties sometimes arise during the data collection that may require changes to the approved procedures. For example, access to subjects may be limited or recruitment may take an excessively long time and a smaller sample than originally planned might become necessary. In these cases, all changes must be approved by the Advisory Committee.
- Faculty are expected to read and return thesis drafts (or thesis proposals) within a reasonable period, typically two weeks. Students are expected to show similar consideration of faculty.

- Ethics Approval – In most cases it will be necessary to obtain clearance of all research involving human subjects from the [University of Guelph's Research Ethics Board](#).

Sanctions and Expectations

- It is expected that most students will have no issues meeting the deadlines for the selection of an Advisory Committee and the submission of a thesis proposal. The Department's Graduate Coordinator will review all cases where the deadlines have not been met and if the failure to comply is judged to be due to [unsatisfactory progress](#) on the part of the student, the student will receive a "some concerns" or "unsatisfactory" semester evaluation. Success with Action Plans devised to address a "some concerns" or "unsatisfactory" evaluation will be used in subsequent semesters to determine satisfactory progress. Repeated poor evaluations and/or missed deadlines may result in a recommendation for withdrawal from the program.

MSc Guidelines for Thesis Proposal and Thesis

- The Master's thesis provides students with an opportunity to demonstrate their ability to think and work independently. Typically, students conduct an empirical study for the purpose of fulfilling the thesis requirement. There are no prior restrictions on the design and methods employed in a research thesis other than that they must be appropriate to the chosen research question. Faculty play an active role in ensuring the feasibility, quality and appropriateness of scope of Master's thesis research proposals. In particular, projects relating to a faculty member's research interests are encouraged. The research question(s) must be precisely defined and narrow enough in scope to allow comprehensive treatment of the issues within the six-semester period of an MSc degree. The overall length and scope of the thesis is determined by the student in consultation with their Advisor.
- It is customary for papers and presentations arising from student thesis research to be co-authored by the student and the faculty research advisor (and others who have contributed significantly to the research). An understanding about the authorship of publications from a thesis should be determined at the time of proposal development and approval.

Form and Content of the MSc Thesis Proposal

a) Introduction

The proposal should review the relevant literature. This review should demonstrate that the student understands the critical, theoretical and methodological issues directly related to the problem which is to be investigated. The introduction should also include a clear statement of the purpose of the study.

b) Research Questions (or Hypotheses)

c) Study Design and Methods

- The procedures for obtaining access to subjects should be outlined. In rare cases, where the populations to be sampled are not easily accessible, enquiries regarding the feasibility of the project must be assured prior to the approval of the thesis proposal. Theoretical positions and stances should be clarified.
 - A complete specification of the procedure and design includes: recruitment of sample, instructions to participants, assignment of participants to groups, the specific levels of variables selected or manipulated, randomization, questionnaires used, and other features which demonstrate the rigour used to carry out the study.
 - Equipment needs should be detailed in this section. If a questionnaire is to be used, then its development, pre and pilot testing need to be described and a complete copy should be included with the proposal
- d) Analyses** – A detailed description of the data analysis and qualitative approaches, and/or statistical procedures to be used should be provided. It should be made clear how these analyses address the research questions or hypotheses.

Form and Content of the MSc Thesis

The thesis includes all of the sections described above for the thesis proposal and will be in the format specified by the Office of Graduate & Postdoctoral Studies. In addition, the thesis includes:

- e) Results** – Note: this chapter may be written as a draft publication for submission, including abbreviated literature review/introduction, methods and discussion. Please note this explanation of results suggests it may be written as an abbreviated literature review/introduction/methods/discussion. Students who choose this option are still expected to write a comprehensive literature review as well as a thorough discussion/implications section (as noted in the next session).
- f) Discussion** – overall discussion of the project as a whole
- g) Appendices with copies of the following**
 - REB approval certificate
 - Information letter for study participant, if appropriate, and consent form
 - Recruitment materials (e.g. Copies of ads in newspapers, posters, etc.)
 - Final copies of instruments or questionnaires used, if they are not copyrighted
 - Additional data/results not presented in the Results chapter

In this department, the choice of format for the final dissertation is made by the student and the Advisory Committee. Two formats for the dissertation are common:

1. A single **unified write-up** with separate chapters for the literature review, methodology and analyses, results, and discussion
2. A **modified write-up**. Chapters in the dissertation will include a complete Introduction, Objectives/Hypotheses, Methods and detailed Discussion, as in the unified write-up (above). The Results chapter(s) consists of a series of two or more self-contained articles, which could be submitted separately for consideration to a scholarly journal. The scope of the Introduction, Methods and Discussion chapters is

similar to that of the unified write-up (above) demonstrating the depth and breadth of the work undertaken.

Submission of Thesis for Examination

During the preparation of the written thesis, the student should be receiving regular feedback from the Advisory Committee. In the event that the student demonstrates an inability to prepare a suitable thesis, the Advisory Committee will report to the Department's Graduate Coordinator, through the semester reports, the challenge the student is having (see: Graduate Calendar [Unsatisfactory Progress](#)). A copy of the semester report will be sent to the student and the Dean of Graduate Studies. The Graduate Faculty may then recommend that the student withdraw from the program.

When the Advisory Committee indicates that a thesis is ready for examination, the Advisory Committee will put forward a proposed date for the examination by having each member of the Committee sign the [Examination Request Form](#), and submitting it to the Graduate Program Assistant a minimum of **3 weeks** before the scheduled examination. Once a chair has been determined (see below), the Graduate Coordinator signs the form and it is then forwarded to the Office of Graduate & Postdoctoral Studies for processing of final paperwork.

The student distributes drafts (hardcopy or digital copy depending on the committee's preference) of the thesis to the examination committee a minimum of **2 weeks** prior to the defence date.

It should be noted that the candidate may request the examination even though the Advisory Committee considers that the thesis is not ready to go forward for examination and defence. At busy times in the semester, or when faculty are on vacation, quick turn-around time or the scheduling of the oral defences may not be possible.

Raw data and/or copies of computer printouts do not need to be included in the final draft of the thesis, but they must be available for inspection by the Advisory Committee if requested. The original of all research materials, laboratory records, questionnaires, transcripts, computer printouts etc. must be made available to the Advisor on a regular basis, with copies retained by the student. REB may also require that materials be stored in a particular way.

Thesis Defence Suggested Protocol

Once the Chair of the defence has been appointed by the Graduate Coordinator and Graduate Program Assistant, the date, time and location of the examination are determined in consultation with the Advisory Committee and Defence Chair. The Graduate Program Assistant notifies the Office of Graduate & Postdoctoral Studies. The necessary paperwork is forwarded to the Chair of the defence and a Defence Notice will go out to notify the Department of the upcoming defence.

1. The student arranges for a projector and lap-top, if necessary, for the defence presentation. The presentation should be approx. 20-30 minutes long, after

- which the Chair invites members of the audience to leave if they cannot be present for the entire questioning period (approx. 1.5 hours for MSc students).
2. The oral examination is open to the public. People from external agencies who were involved with the research may also be invited. The defence Chair announces the rules of the examination, and the audience is responsible for following these.
 3. The Chair of the defence introduces the student and examination committee members and states the number of rounds of question and the order of the examiners. Members of the audience may question the candidate only upon invitation of the chair.
 4. Generally, a 2-hour time slot is booked for the defence, but defences can run longer. If the defence goes longer than the 2 hours, the Chair can end the questioning. At any time during the questioning the Chair can also call for a recess if needed.
 5. When the questions have ended, the Chair asks the audience and the student to leave the room while the examination committee discusses the student's performance on the: (1) written thesis, and, (2) oral defence. Members of the examination committee also discuss the specific changes they want to see in the final thesis.

Chair of the Defence

The Graduate Coordinator and Graduate Program Assistant, in consultation with the Advisor and student, are responsible for determining the Chair of the MSc defence. The Advisor and student are to put forward the names of three Regular Graduate Faculty members who have knowledge on the particular subject-area but are not on the student's Advisory Committee (Special and Associated Graduate Faculty are not able to chair defences) at least 3 weeks prior to the defence date requested. The Graduate Program Assistant will make contact and arrangements will be made.

Role of the Chair

The Chair serves to administer and ensure the proper conduct of the examination. The Chair is expected to exercise full control over the proceedings and does not participate directly in questioning the candidate during the examination. In unforeseen circumstances where an examiner is unable to attend due to sudden illness, accident, etc., the Chair will attempt to receive questions to ask on behalf of the absent member, to be answered by the student to the satisfaction of the examiners. ([2020-2021 Graduate Calendar](#))

The chair of the thesis defence records whether the written thesis and oral defence are "satisfactory" or "unsatisfactory" and ensures that all paperwork is properly completed and submitted to the Graduate Program Assistant.

Authority

The Chair may:

- Call for a recess if the student or examination committee need a break
- Ask members of the audience to leave if they are being disruptive
- In exceptional circumstances, stop the oral examination and ask for it to be rescheduled.

If there are issues among members of the examination committee that cannot be resolved, the Chair should contact the Department's Graduate Coordinator for assistance.

Examination Committee

The master's examination committee consists of four members, as follows:

- A member of the regular graduate faculty of the department, who is not a member of the advisory committee, to act as Chair of the master's examination committee
- A member of the candidate's advisory committee (normally, the advisor)
- A member of the graduate faculty who may be a member of the advisory committee
- A fourth member appointed from among graduate faculty from another department, from the department or from the advisory committee, according to departmental and/or examination requirements. If possible, a member of another department should be included on the committee

Responsibilities of Examiners

All examiners come to the defence prepared to ask questions that may be theoretical, methodological, focused on the interpretation of results and potential implications.

All members of the examination committee are expected to be present for the examination.

Possible Outcomes of the Thesis Defence:

- There is consensus among the examination committee that the student has passed the oral examination and the thesis is acceptable (if necessary revisions are made).
- There is one "unsatisfactory" – i.e., one person on the examination committee feels that the oral exam or the written thesis (or both) was (were) not satisfactory. The student passes with one "unsatisfactory" vote.
- There is more than one "unsatisfactory" – the student would need to reschedule another oral defence

Communicating Results of the Examination

After the student returns to the room, the Chair reviews the forms that need to be signed by the student and the changes that are required before the thesis can be submitted to the Office of Graduate & Postdoctoral Studies.

Final Disposition of the Thesis

The student meets with the advisor to show him/her the changes that were required to be made to the thesis. It is expected that these changes are to be made and reviewed immediately to avoid delay in submission.

Thesis Submission

After the student has successfully defended the thesis at the final oral examination, has made required changes, and received final approval from the examination committee, see submission instructions using the [Thesis Submission Checklist](#).

Thesis Binding

- Once the electronic submission is approved by the Office of Graduate & Postdoctoral Studies, you have two options if you wish to have your thesis bound:
 - 1) You may submit your thesis as a PDF online through PageforPage at www.pageforpage.com. Simply follow the instruction, upload your files, choose the desired option for your thesis, make your payment and wait for your bound thesis to be delivered.
 - 2) Retain a copy of the approval email to submit to M & T Printing Group with any PDF or required paper copies for binding. Thesis binding and copying may be done by contacting M & T Printing Group at guelph@mtprint.com to receive instructions on submission, binding and delivery. Payment for printing and binding copies is made through the M & T Printing Group.

Lastly, complete and submit an [Application for Graduation form](#) to the Office of Graduate & Postdoctoral Studies along with the appropriate graduation fee.

CONGRATULATIONS!

APPENDIX C

FRAN PhD Thesis and Defence Guidelines

This summary is intended as a guide for FRAN Graduate Students and Graduate Faculty. In all cases of interpretation and administration, the specific regulations of the Office of Graduate & Postdoctoral Studies will take precedence. Refer first to the following Graduate Calendar and Office of Graduate & Postdoctoral Studies web pages:

- [Guidelines for Oral Examination of Thesis](#)
- [University's Degree Regulations, PhD](#)
- [Completion and Graduation](#)
- [Electronic Thesis Information](#)
- Review [Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students](#)
- Review [Graduate Student-Advisor Mediation Procedures](#)

Establish Advisory Committee

The [Advisory Committee Appointment & Graduate Degree Program Form](#) needs to be submitted to the Graduate Program Assistant by the 10th day of the student's 2nd semester. Failure to submit this form will result in blocked registration in the following semester. *A new Advisory Committee Appointment form must be submitted if any changes are made to an Advisory Committee after this form has been submitted.*

Thesis Proposal

- Detailed proposals for the thesis are prepared by the student in consultation with the Advisor and must be submitted to the Advisory Committee for approval. See [Thesis/Major Paper Proposal: Approval Form](#).
- PhD students must present a thesis proposal to the Advisory Committee and have this approved by the committee following completion of the Qualifying Examination.
- As part of the approval process, the Advisory Committee considers the feasibility of the study in terms of time limitations, expenses and availability of participants. The proposal may need several drafts to clarify the scope or to improve the writing.
- Students may be required to submit for REB approval after consultation with the Advisory Committee.
- Difficulties sometimes arise during the data collection that may require changes to the approved procedures. For example, access to subjects may be limited or recruitment may take an excessively long time and a smaller sample than originally planned might become necessary. In these cases, all changes must be approved by the Advisory Committee.
- Faculty are expected to read and return thesis drafts (or thesis proposals) within a reasonable period, typically two weeks. Students are expected to show similar consideration of faculty.

- **Ethics Approval** – In most cases it will be necessary to obtain clearance of all research involving human subjects from the [University of Guelph's Research Ethics Board](#).

Sanctions and Expectations

- It is expected that most students will have no issues in meeting the deadlines for the selection of an Advisory Committee and the submission of a thesis proposal. The Department's Graduate Coordinator will review all cases where the deadlines have not been met and if the failure to comply is judged to be due to [unsatisfactory progress](#) on the part of the student, the student will receive a "some concerns" or "unsatisfactory" semester evaluation. Success with Action Plans devised to address a "some concerns" or "unsatisfactory" evaluation will be used in subsequent semesters to determine satisfactory progress. Repeated poor evaluations and/or missed deadlines may result in recommended withdrawal from the program.

PhD Guidelines for Thesis Proposal and Thesis

In keeping with the [standards of the University of Guelph](#), the PhD dissertation is expected to make a significant contribution to the field. It must provide evidence of rigorous scholarship, capacity for critical analysis, and satisfactory literary style. In general, students will pursue thesis work that contributes to theory and is empirical in nature.

Form and Content of the PhD Thesis Proposal

a) Introduction

The proposal should review the relevant literature. This review should demonstrate that the author understands the critical, theoretical and methodological issues directly related to the problem which is to be investigated. The introduction should also include a clear statement of the purpose of the study.

b) Research Questions (or Hypotheses)

c) Study Design and Methods

- The procedures for obtaining access to subjects should be outlined. In rare cases, where the populations to be sampled are not easily accessible, enquiries regarding the feasibility of the project must be assured prior to the approval of the thesis proposal. Theoretical positions and stances should be clarified.
- A complete specification of the procedure and design includes: recruitment of sample, instructions to participants, assignment of participants to groups, the specific levels of variables selected or manipulated, randomization, questionnaires used, and other features which demonstrate the rigour used to carry out the study.
- Equipment needs should be detailed in this section. If a questionnaire is to be used, then its development, pre and pilot testing need to be described and a complete copy should be included with the proposal
- d) Analyses** – A detailed description of the data analysis and qualitative approaches, and/or statistical procedures to be used should be provided. It should be made clear how these analyses address the research questions or hypotheses.

Form and Content of the PhD Thesis

The thesis includes all of the sections described above for the thesis proposal and will be in the format specified by the Office of Graduate & Postdoctoral Studies. In addition, the thesis includes:

- e) **Results** – Note: this chapter may be written as a draft publication for submission, including abbreviated literature review/introduction, methods and discussion. Please note this explanation of results suggests it may be written as an abbreviated literature review/introduction/methods/discussion. Students who choose this option are still expected to write a comprehensive literature review as well as a thorough discussion/implications section (as noted in the next section)
- f) **Discussion** – overall discussion of the project as a whole
- g) **Appendices with copies of the following**
 - REB approval certificate
 - Information letter for study participant, if appropriate, and consent form
 - Recruitment materials (e.g. Copies of ads in newspapers, posters, etc.)
 - Final copies of instruments or questionnaires used, if they are not copyrighted
 - Additional data/results not presented in the Results chapter

In this department, the choice of format for the final dissertation is made by the student and the Advisory Committee. Two formats for the dissertation are common:

1. A single **unified write-up** with separate chapters for the literature review, methodology and analyses, results, and discussion
2. A **modified write-up**. Chapters in the dissertation will include a complete Introduction, Objectives/Hypotheses, Methods and detailed Discussion, as in the unified write-up (above). The Results chapter(s) consists of a series of two or more self-contained articles, which could be submitted separately for consideration to a scholarly journal. The scope of the Introduction, Methods and Discussion chapters is similar to that of the unified write-up (above) demonstrating the depth and breadth of the work undertaken.

It is recommended that thesis research be prepared for publication in an appropriate journal before a student leaves the department. Should a student submit a manuscript prior to dissertation, he/she should be advised that acceptance of a manuscript from a journal is separate from, and does not constitute, acceptance or approval by the Advisory Committee. It is the responsibility of the examining committee to determine if the dissertation fully meets degree requirements.

External Examiner

For each doctoral thesis, an External Examiner from outside the university is appointed on behalf of the Dean of Graduate Studies by the Graduate Coordinator and Graduate Program Assistant, in consultation with the Advisor. Three names are provided to the Graduate Coordinator and Graduate Program Assistant by the advisor in consultation with the student. The External Examiner must not have served as Advisor to the student's Advisor and must not have participated in joint projects with the Advisor or student nor have been a student or member of the graduate faculty in the University in the last 5 years. The nomination will be

made when the candidate's Advisor declares that the thesis is approaching completion, which is **normally no later than the beginning of the student's last semester**.

The External Examiner will read the thesis and submit a written appraisal of the thesis to the Chair of the Defence. A copy of the External Examiner's report will be made available to the candidate and advisory committee members prior to their scheduled defence date. This report may outline any serious concerns that the External Examiner has with the thesis. If these concerns cannot be resolved prior to the defence, the defence may be delayed until the issues can be resolved to the examination committee's satisfaction (e.g. if data analyses need to be reconsidered) or to "agree to disagree" and proceed as scheduled. Given that the student's advisory committee has approved the thesis and given consent for the student to proceed to defence, the External Examiner cannot call off the defence. The External Examiner is expected to participate in the final oral examination and to assist in evaluating all aspects of the candidate's performance. Any individual who serves as an External Examiner may not serve again until a period of 3 years has passed.

Submission of Thesis for Examination

During the preparation of the written thesis, the student should be receiving regular feedback from the Advisory Committee. In the event that the student demonstrates an inability to prepare a suitable thesis, the Advisory Committee will report to the Department's Graduate Coordinator, through the semester reports, the challenge the student is having (see: Graduate Calendar [Unsatisfactory Progress](#)). A copy of the semester report will be sent to the student and the Dean of Graduate Studies. The Graduate Faculty may then recommend that the student withdraw from the program.

When the Advisory Committee indicates that a thesis is ready for examination, each member of the Committee will sign the [Examination Request Form](#), and submit it to the Graduate Program Assistant a minimum of **8 weeks** before the scheduled examination. Once a chair has been determined (see below), the Graduate Coordinator signs the form and it is then forwarded to the Office of Graduate & Postdoctoral Studies for processing of final paperwork.

The student distributes drafts (hardcopy or digital copy depending on the committee's preference) of the thesis to the examination committee a minimum of **4 weeks** prior to the defence date. The External Examiner will submit a written appraisal of the thesis (at least 7 days prior to the examination) to the Chair of the Defence who will then provide these comments to the Candidate and Advisory Committee prior to the scheduled defence date.

It should be noted that the candidate may request the examination even though the Advisory Committee considers that the thesis is not ready to go forward for examination and defence. At busy times in the semester, or when faculty are on vacation, quick turn-around time or the scheduling of the oral defences may not be possible.

Raw data and/or copies of computer printouts do not need to be included in the final draft of the thesis, but they must be available for inspection by the Advisory Committee if requested. The original of all research materials, laboratory records, questionnaires, transcripts, computer printouts etc. must be made available to the Advisor on a regular basis, with copies retained by the student. REB may also require that materials be stored in a particular way.

Thesis Defence Suggested Protocol

Once the Chair of the defence has been appointed by the Graduate Coordinator and Graduate Program Assistant, the date, time and location of the examination are determined in consultation with the Advisory Committee, External Examiner and Defence Chair. The [Doctoral Final Examination Arrangements Form](#) is submitted to the Graduate Program Assistant who notifies the Office of Graduate & Postdoctoral Studies. The necessary paperwork is forwarded to the Chair of the defence and a Defence Notice will go out to notify the Department of the upcoming defence.

1. The student arranges for a projector and lap-top, if necessary, for the defence presentation. The presentation should be approx. 20-30 minutes long, after which the Chair invites members of the audience to leave if they cannot be present for the entire questioning period (approx. 2 hours for PhD students).
2. The oral examination is open to the public. People from external agencies who were involved with the research may also be invited. The defence Chair announces the rules of the examination, and the audience is responsible for following these.
3. The Chair of the defence introduces the student and examination committee members and states the number of rounds of question and the order of the examiners. Members of the audience may question the candidate only upon invitation of the chair.
4. Generally, a 2-hour time slot is booked for the defence, but defences can run longer. If the defence goes longer than 2 hours, the Chair can end the questioning. At any time during the questioning the Chair can also call for a recess if needed.
5. When the questions have ended, the Chair asks the audience and the student to leave the room while the examination committee discusses the student's performance on the: (1) written thesis, and (2) oral defence. Members of the examination committee also discuss the specific changes they want to see in the final thesis.

Chair of the Defence

The Graduate Coordinator and Graduate Program Assistant, in consultation with the Advisor and student, are responsible for determining the Chair of the PhD defence. The Advisor and student are to put forward the names of three Regular Graduate Faculty members who have knowledge on the subject-area but are not on the student's Advisory Committee (Special and Associated Graduate Faculty are not able to chair defences) at least 3 weeks prior to the defence date requested. The Graduate Program Assistant will make contact and arrangements will be made.

Role of the Chair

The chair serves to administer and ensure the proper conduct of the examination. The Chair is expected to exercise full control over the proceedings and does not participate directly in questioning the candidate during the examination. In unforeseen circumstances where an examiner is unable to attend due to, e.g., sudden illness, accident, etc., the chair will attempt to receive questions to ask on behalf of the absent member, to be answered by the student to the satisfaction of the examiners. (Graduate Calendar)

The chair of the thesis defence records whether the written thesis and oral defence are “satisfactory” or “unsatisfactory” and ensures that all paperwork is properly completed and submitted to the Graduate Program Assistant.

Authority

The chair may:

- Call for a recess if the student or examination committee need a break
- Ask members of the audience to leave if they are being disruptive
- In exceptional circumstances, stop the oral examination and ask for it to be rescheduled.

Examination Committee

The final oral examination is conducted by a committee consisting of five members, as follows:

- The departmental Graduate Program Coordinator or Chair, who acts as chair of the examination committee
- The external examiner
- A member of the regular graduate faculty who is not a member of the advisory committee
- Two members of the student's advisory committee, selected by the advisory committee.

Responsibilities of Examiners

All examiners come to the defence prepared to ask questions that may be theoretical, methodological, focused on the interpretation of results and potential implications.

All members of the examination committee are expected to be present for the examination. External Examiners may use video conferencing to attend the defence.

Possible Outcomes of the Thesis Defence:

- There is consensus among the examination committee that the student has passed the oral examination and the thesis is acceptable (if necessary revisions are made).
- There is one “unsatisfactory” – i.e., one person on the examination committee feels that the oral exam or the written thesis (or both) was (were) not satisfactory. The student passes with one “unsatisfactory” vote.
- There is more than one “unsatisfactory” – the student would need to reschedule another oral defence

Communicating Results of the Examination

After the student returns to the room, the Chair reviews the forms that need to be signed by the student and the changes that are required before the thesis can be submitted to the Office of Graduate & Postdoctoral Studies.

Final Disposition of the Thesis

The student meets with the advisor to show him/her the changes that were required to the thesis. It is expected that these changes are to be made and reviewed immediately to avoid delay in submission.

Thesis Submission

After the student has successfully defended the thesis at the final oral examination, has made required changes, and received final approval from the examination committee, see submission instructions using the [Thesis Submission Checklist](#).

Thesis Binding

- Once the electronic submission is approved by the Office of Graduate & Postdoctoral Studies, you have two options if you wish to have your thesis bound:
 - 1) You may submit your thesis as a PDF online through PageforPage at www.pageforpage.com . Simply follow the instruction, upload your files, choose the desired option for your thesis, make your payment and wait for your bound thesis to be delivered.
 - 2) Retain a copy of the approval email to submit to M & T Printing Group with any PDF or required paper copies for binding. Thesis binding and copying may be done by contacting M & T Printing Group at quelp@mtprint.com to receive instructions on submission, binding and delivery. Payment for printing and binding copies is made through the M & T Printing Group.

Lastly, complete and submit an [Application for Graduation form](#) to the Office of Graduate & Postdoctoral Studies along with the appropriate graduation fee.

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Appendix D

Qualifying Examination (QE) Process

According to the University of Guelph [Graduate Calendar](#), “As a qualifying examination, consideration is to be given not only (1) to the student’s knowledge of the subject matter and ability to integrate the material derived from his or her studies, but also (2) to the student’s ability and promise in research. The examining committee, therefore, will receive from the [advisory committee](#) a written evaluation of the quality of the student’s **research performance** to date and of the **student’s potential as a researcher**. The examining committee will determine the relative importance to be given to these two major components of the qualifying examination.”

The Department of Family Relations and Applied Nutrition has developed the following qualifying examination process in keeping with this regulation. The QE provides an explicit point early in the student’s work for determination of the appropriateness of a given student officially entering the doctoral program. The purposes of the QE are to ensure that the student has attained sufficient breadth and depth of the knowledge and has conceptual abilities that include the integration of material derived from their studies and critical thinking abilities. Upon successful completion of the exam, the doctoral student officially becomes a ‘doctoral candidate’. Identified competencies for the QE are as follows:

1. Ability to use, describe, and evaluate theory;
2. Specialization in an area of research literature that will serve as a broad basis for the doctoral thesis proposal*;
3. Demonstration of proficiency in and critical consideration of research methodology that will serve as a broad basis for the doctoral thesis proposal*;
4. Ability to demonstrate independent writing;
5. Ability to communicate and synthesize information, arguments, and analyses, accurately and reliably in oral and written form;
6. Ability to construct a logical argument and to see flaws in other arguments;
7. Ability to construct well-written paper(s), using the most recent, discipline-specific style of referencing; and
8. Demonstration of professional and ethical behaviour, completing the QE process with academic integrity and professional and social responsibility.

*While the readings and work conducted for the QE contributes to a student’s specialization in an area of research literature and research methodology that will serve as a broad basis for the doctoral thesis proposal, the written responses are not intended to be “copied and pasted” directly into their dissertation proposal. The work conducted contributes to the student’s knowledge in the literature upon which they will draw to write their research proposal.

Examination Committee

The student's advisor, in collaboration with the student, suggests the composition of the qualifying examination committee and submits the [Qualifying Examination Committee Appointment Form](#) to the Graduate Program Assistant. **This form is due by the middle of April (semester 2).** The Examination Committee consists of 5 members:

- 1) Two members of the student's advisory committee
- 2) Two additional members of the graduate faculty who are not members of the advisory committee
- 3) The Chair of the examination committee. As per University policy, this person is the Department Chair or designate; in practice, the Graduate Program Assistant consults with the Department Chair and the role typically alternates between the Department Chair or their designate and the Graduate Coordinator, except when the student's advisor is the Chair or Graduate Coordinator.

NOTE: At least **one** member of the qualifying examination committee must be from outside the department; this requirement is most readily met by naming the external advisory committee member to the examination committee. A new external advisory committee member cannot be added as "Special Graduate Faculty" for the sole purpose of the qualifying examination committee.

QE Committee members are expected to:

- Review all materials and forms in a timely manner;
- Provide input to the contextual statement and reading lists;
- Schedule time for required components (including initial meeting in mid-May, providing questions in August, assessing written component during early October, meeting to discuss written component two weeks following submission of written responses, oral defense typically during first week of November);
- Propose 2 relevant questions on specific topics (see below) for the written component (excluding Advisor);
- Assess the student's written component using the provided rubric and additional written feedback;
- Assess the student's oral component based on the seven QE competencies and provide oral and written feedback (including general feedback during the QE, and specific feedback post-QE);
- Maintain confidentiality of deliberations (regarding both written and oral components); and
- Provide feedback on the QE process to the QE Chair/Graduate Coordinator.

Schedule

Required course work listed in the "Typical Course of Study" (see [PhD AHN Typical Course of Study](#); [PhD FRHD Typical Course of Study](#)) up to and including Semester 3 should typically be completed before students complete their qualifying examination with the exception of required courses not offered prior to the QE deadline. In the case that a student has not yet taken a course that could be advantageous toward completion of the QE, the student will work with their advisor and committee members to ensure that they are appropriately prepared. In accordance with the University of Guelph guidelines, students are required to complete a qualifying examination **no later than the end of the 5th semester**. This is the same deadline by which all PhD students must have completed their first presentation to the large group in Research Seminar (see [PhD Schedule of Dates and Deadlines](#)).

The FRAN PhD QE consists of two components (written and oral) both of which are guided by a contextual statement and reading list. The QE covers theory, specialization in a field of research literature, and research methodology. Upon completing all required courses and the QE satisfactorily, the student will be deemed to have met the departmental standards and will become a candidate for the PhD degree. If not accomplished during semester 4, the qualifying examination is completed in semester 5. ***Whether the student has completed the written component or not, the qualifying examination must be held by the end of semester 5.*** A decision of FAIL will be the normal outcome if the written component is not submitted in time for the qualifying exam, and a second exam can be scheduled, within 6 months, at the discretion of the examination committee.

NOTE: Students do not register for UNIV*7000 Doctoral Qualifying Examination. Rather, the Office of Graduate and Postdoctoral Studies adds the course to the student's transcript once the QE result has been reported to them by the department.

Components of the Qualifying Examination

In consultation with their QE committee, each student prepares a document (Contextual Statement & Reading List) that sets up the parameters for their QE. Students must pass the written take-home component to proceed to the oral component. Students must pass both components (oral and written) to pass the QE. Each

component is explained in more detail below. *A checklist of responsibilities and timelines is provided in Appendix E.*

1) Contextual Statement & Reading List

The contextual statement (1.5–2 single spaced pages; 2 pages is the maximum allowable length) consists of three paragraphs: one related to each grouping (i.e., Theory, Research Specialization, and Research Methodology) followed by the approved Reading List for all three areas. The contextual statement is intended to provide the rationale for the selected reading list and an overview of the key question(s) the student intends to address within each set of readings. It must be clear to which reading list each selected reading pertains. The approximate number of items for each of the three groupings for the reading list are as follows: 20–40 items for Theory, 20–40 items for Research Specialization, and 15–20 items for Research Methodology. Items may include articles, book chapters, or books; if full books are included, the total number of items should be reduced to reflect the greater length of the books.

In the winter semester (semester 2), the QE committee should be formed; once formed, a preliminary QE committee meeting is held to discuss the contextual statements, suggest potential readings, provide the student with direction to work on drafting their contextual statements, and ensure there is agreement about the direction of the work between the student, advisor, and committee members (the QE Chair is not required for this meeting). By early May, students are expected to provide a draft reading list and the corresponding contextual statement paragraphs to their Advisor. In consultation with the student, the Advisor adds/removes readings, suggests changes, and sends the document to the QE committee members for comments and additional reading list inclusion suggestions (staying within the maximum reading list numbers) prior to a committee meeting to discuss and clarify the student's interests.

Feedback is provided to the student at the meeting and edits made within two weeks, at which time the

edited document is submitted to Advisor/committee for final approval. Committee members are expected to stay within the two-week timeframe; if something occurs that delays this feedback, students will be allotted an equivalent amount of additional time for their remaining deadlines. The final approved document should be available to students by end of May (Semester 3).

Within the first week of June, the Advisor forwards a copy of the approved Contextual Statement & Reading List document to the Graduate Program Assistant for student's file along with the completed [QE "Contextual Statement and Reading List" Approval Form](#). Once the reading list is finalized and approved, no further changes can be made. [Please ensure that all committee members have agreed to subsequent due dates on the form, so that everyone can plan their Fall semester accordingly.]

Students are expected to read, synthesize, and critically evaluate the readings from the middle of April until the end of August (Semester 3) in preparation for the written and oral components.

2) Written (take-home) Component

The QE committee develops six questions for the student to answer as part of their take-home examination. This is to be completed in a collaborative manner, utilizing the contextual statement and reading list as a guide. Committee members collaborate to ensure that the six questions include the following: two questions relating to theory, two questions relating to the research specialization, and two questions relating to the research methodology.

- On the agreed upon date (in the first week of September¹), students will receive from their QE committee the six take-home examination questions by 9am on a weekday.
- Students must answer three of the six questions with one question from each reading list (theory, research specialization, research methodology). Each answer must be 12–15 pages, excluding repetition of question at the beginning of the paper and references, using a 12 Times New Roman font, 2.0 line spacing, 1" margins, and the most recent referencing style (as agreed on by student and QE committee).
- Students may choose to add sources that they discover during the writing of their responses (i.e., new sources that were not included in the approved reading lists); however, they cannot add more than 10 new sources to each response. Students are responsible for the content of the original readings lists, should any committee members wish to ask questions about these readings at the oral defence.
- All responses must be saved in one document, with the question at the beginning of each response and a reference list at the end of each response.
- Avoid repeating material or referring to your other written responses when possible. Despite being compiled into one document each question should be comprehensive and stand on its own merit.
- This document must be submitted to the UNIV*7500 CourseLink site to the "Written drafts" dropbox so that a Turnitin report can be produced; a copy of this report must be submitted with the written component.
- The written component is to be submitted to the QE committee along with the Turnitin report and required supplementary materials (see below) via email by students by 4pm on the agreed upon date within the first week of October (date is 4 weeks after questions provided, Semester 4).

¹ Students can choose to select an earlier date; however, this is only allowable with full consent from their QE committee and with corresponding changes to the scheduled dates for the remaining components. All of these dates must be indicated on the QE Contextual Statement and Reading List Approval Form.

Supplementary materials: Students are required to circulate the following materials to all members of their QE committee along with the written component and Turnitin report:

- a copy of their CV including details on research experience to-date (e.g., research-related positions, knowledge dissemination activities)
- a copy of their unofficial transcript with average showing
- a summary of all student progress report rankings to-date (obtained from their advisor along with any needed contextual clarification such as being on leave).

The student is able to consult with members of the qualifying examination committee during the course of writing their responses for clarification of the examination question(s), access to reference materials, etc. This is meant to be an independent process and as such the written material cannot be shared by students (or reviewed by examiners) until the QE has been completed and submitted for evaluation.

Within our department, written answers have two possible outcomes:

Outcome 1:

Passed Written Component – Proceed to the oral component

- The QE committee agrees that all three written answers are defensible and all of the QE competencies have been demonstrated to a satisfactory level and hence the student may proceed to the oral component. The student is given high level feedback in the email informing them of the outcome to help them to prepare for their oral defence. The student is given one week to prepare for their oral component.
- The oral component should be scheduled no later than the first week of November, Semester 4. The date of the oral component is negotiated between the student and the QE committee. From an administrative perspective, the room booking of the oral defence is coordinated through the Graduate Program Assistant, typically informed by the advisor.
- Students must achieve a majority of scores in Outstanding and Very Good to Excellent to proceed to Oral Component.
- If there are any answers that are scored on any of the rubric criteria to be Minimally Acceptable or Inadequate, it is an automatic rewrite for that paper.

Outcome 2:

Failed Written Component – Rewrite due to quality of work issues

- If a student submits one or more written answers that the QE committee deems to be not defensible, then the student has to resubmit one to three written answers (students are given one week per re-written response). Committee must relay this decision (via QE Chair) within three weeks of the QE submission to both student and Office of Graduate and Postdoctoral Studies (OGPS); the student is given specific feedback for each answer that is not defensible to guide their re-write work.
- Oral defense (provided defensible rewritten answers) is to be scheduled no later than the first week of January (Semester 5).
- If there are any answers that are scored on any of the rubric criteria to be Minimally Acceptable or Inadequate, it is an automatic rewrite for that paper.

Oral Component

The oral component of the QE involves a defence of the written component. This is a **closed** session, only including the student and members of the QE committee. This defence typically occurs for 2–2.5 hours. See note below re: scheduling of the oral component.

For the oral defence, there will typically be two rounds of questions (e.g., average of 10–15 minutes per examiner). In oral defense, the student may be asked about written responses and other readings from the reading lists. The committee may also ask questions about the supplementary materials to obtain further information on research potential (e.g., questions about additional research projects the student has been involved with). The question order will begin with the members of the committee not on the advisory committee, then the advisory committee member, followed by the advisor.

After the questioning period, the student leaves the room and there is a closed discussion among members of the examination committee, considering all components of the Qualifying Exam.

Written Feedback: Within one week following a successful QE oral examination, the Chair of the QE will provide the student with a written compilation of the committee's feedback and the outcome of the exam. A copy of this feedback must also be sent to the Graduate Program Assistant, for placement in the student's file.

Assessment of the Qualifying Examination

The purpose of the qualifying examination is to assess students' knowledge of the relevant subject matter and their ability to critically analyze, integrate, and evaluate theoretical, methodological, and substantive knowledge, and to assess their preparedness to undertake research for the PhD dissertation and develop an analysis of their research findings. As such, students are expected to demonstrate knowledge and understanding of the foundations of relevant theories, the broad literature in the field, as well as theoretical and methodological approaches relevant to that specific field.

Written and oral defenses add rigour and demonstrate different and complementary skill sets and give the opportunity to demonstrate capacity across the QE competencies. Thus, students will be assessed on the following competencies for each response using the provided rubric (see Appendix F):

1. Ability to use, describe, and evaluate theory;
2. Specialization in an area of research literature that will serve as a broad basis for the doctoral thesis proposal;
3. Demonstration of proficiency in and critical consideration of research methodology that will serve as a broad basis for the doctoral thesis proposal;
4. Ability to demonstrate independent writing;
5. Ability to communicate and synthesize information, arguments, and analyses, accurately and reliably in oral and written forms;
6. Ability to construct a logical argument and to see flaws in other arguments;
7. Ability to construct well-written paper(s), using the most recent, discipline-specific style of referencing;

and

8. Demonstration of professional and ethical behaviour, completing the QE process with academic integrity and professional and social responsibility.

As a qualifying examination, consideration is to be given by the examining committee not only (1) to the student's knowledge of the subject matter and ability to integrate the material derived from their studies, but also (2) to the student's ability and promise in research. The examining committee, therefore, will review the student's CV and transcript as further evidence of the student's potential as a researcher prior to the oral deliberations. The examining committee will also receive from the advisory committee a written evaluation of

the quality of the student's research performance to-date and of the student's potential as a researcher prior to the oral deliberations. The examining committee will determine the relative importance to be given to these two major components of the qualifying examination.

The students will be deemed to have passed the qualifying examination if not more than one member of the examining committee votes negatively on each component of the QE. An abstention will be regarded as a negative vote. The QE Chair communicates the results (pass or fail) to the Dean of Graduate Studies by completing the **Report on Qualifying Examination Form** and provides detailed written feedback to the student.

Outcome of Oral Exam

If the student passes on their first written component, but fails on the first oral exam, they will redo the oral exam within three weeks of the failure (before end of first week of December, Semester 4). QE Chair must relay this decision to student and OGPS. In this case, clear written communication to student from committee on quality issues is required (through QE Chair).

Note: Fails automatically constitute "unsatisfactory" on Graduate Student Progress Report unless the student passes their second attempt within the same semester.

If the student fails any two attempts (e.g., both written OR one written and one oral OR both oral), the QE Chair will submit a formal Required to Withdraw (RTW) recommendation to the Board of Graduate Studies via OGPS.

Tips for Students to Consider During the Qualifying Examination Process

- The QE process is the point in your program where you gain specialization in an area of research literature and methodology, in addition to further developing your communication and critical thinking skills.
- Remember that passing the qualifying examination should be your first priority during the first four semesters of your doctoral program. The qualifying examination determines whether you will be allowed to continue in the program.
- Be sure that you and your advisor meet regularly during this period to help you keep on track.

- Make time for research and writing, especially in semester 4. It is advisable to arrange your time accordingly during this time. For example, you may plan to reduce your course load during this time and avoid taking on responsibilities such as teaching a course.
- It is possible that written responses from your QE process could be developed into publishable papers; if you wish to consider this, please consult with your advisor following completion of your QE.

Appendix E

QE Timelines and Responsibilities Chart

QE Stage:	Task (Note: Required Forms Listed in Bold)	Timeframe	Responsible
SEMESTER 1/2			
Preparatory work	Consideration of research specialization in discussion with Advisor. Begin literature review and reading in area to prepare ideas for contextual statement and content for reading list.	September through April	Student in collaboration with Advisor
SEMESTER 2			
Form QE Committee	Overview of QE process to QE committee members external to the department.	Early-April	Advisor
	Submit signed QE Committee Appointment Form to Graduate Program Assistant.	Early-April	Advisor in collaboration with Student
	Hold preliminary QE committee meeting to discuss the contextual statements, suggest potential readings, provide direction to student, and ensure there is agreement about the direction of the work between the student, advisor, and committee members.	Early-April	Student & QE Committee
SEMESTER 3			
Contextual Statement and Reading List	Submit contextual statement and reading lists to Advisor for review. Ensure separate sections for each of the 3 groupings: Theory (20-40 items), Research Specialization (20-40 items), and Research Methodology (15-20 items).	Early-May	Student
	Review contextual statement, provide feedback and additional readings list inclusions for contextual statement and reading list; schedule meeting with student and QE committee only if needed.	Mid-May	QE Committee

QE Stage:	Task (Note: Required Forms Listed in Bold)	Timeframe	Responsible
	Incorporate feedback from QE committee and edit contextual statement and reading lists.	Mid- to Late-May	Student
	Review edited contextual statement and reading lists for approval.	Late-May	QE Committee
	PhD QE Contextual Statement and Reading List Approval Form (with attachment) submitted to Graduate Program Assistant. QE committee and student receives the final approved version of Contextual Statement and Reading List document.	First week of June	Advisor
Reading	Student carefully read, synthesize, and critically evaluate their reading list items, paying attention to their contextual statement and the QE Competencies.	Mid-April to Late-August	Student
Prep QE Questions	Collaborate on writing QE questions (Reminder: 2 related to theory; 2 related to research specialization; 2 related to research methodology). [Note: This process can be facilitated by having a meeting to discuss and plan for the questions.]	Between May and beginning of August	Advisor in collaboration with QE Committee & QE Chair
	Compile questions received from QE committee members, edit if required to avoid duplication, and send questions back to the QE committee for approval prior to submitting to the student.	Mid- to Late-August	Advisor
SEMESTER 4			
Written Component	Release 6 take-home exam questions to student (cc QE committee and Graduate Program Assistant). Students respond to 1 question from each grouping (theory, research specialization, and research methodology).	First week September (date specified in the Contextual Statement and Reading List Approval Form) [Must be sent to the student by 9am on a weekday]	Advisor
	Submit written responses to the 3 selected questions to QE Committee Members 4 weeks after receipt of take-home exam question. All responses saved in one document, with the question noted at the beginning of each response and a reference list at the end of each response. Along with question responses, submit required supplementary materials (CV, unofficial transcript with average showing, and summary of all student progress report rankings to-date).	First week October (date specified in the Contextual Statement and Reading List Approval Form)	Student

QE Stage:	Task (Note: Required Forms Listed in Bold)	Timeframe	Responsible
		[Must be submitted by 4pm on a weekday]	
	Submit request for QE paperwork (i.e., Report on Qualifying Exam) to the Office of Graduate and Postdoctoral Studies (OGPS).	First week October	Graduate Program Assistant
	Individually assess each written response and document feedback using rubric (see Appendix F).	Two weeks following submission of responses	QE Committee
	QE Committee meets to discuss collective assessment; discussion needs to include what feedback the student will be given based on the outcome.	Two weeks after submission of responses (third week of October; date specified in the Contextual Statement and Reading List Approval Form)	QE Committee (includes QE Chair)
	Notify student of the outcome of the collective deliberations (cc QE committee and Graduate Program Assistant): Outcome 1 (pass written – proceed to oral); Outcome 2 (fail written – rewrite).	Three weeks after student submits written responses	Advisor/QE Chair communicates outcomes to the student; QE Committee cc'd on email.
	Letter addressed to QE chair signed by all members of the advisory committee; evaluates the student's capacity to complete independent research based on the activities and evidence accumulated to-date, comments on the GRA/GSA and other	One week prior to oral defence.	Advisor, in consultation with Advisory Committee

QE Stage:	Task (Note: Required Forms Listed in Bold)	Timeframe	Responsible
	areas of skill development.		
Written Component Re-write (if applicable)	Submits re-written response(s) to the required questions to QE Committee Members. All responses saved in one document, with the question noted at the beginning of each response and a reference list at the end of each response. Along with question responses, submit required supplementary materials (CV, unofficial transcript with average showing, and summary of all student progress report rankings to-date).	One week per re-written response; two to three weeks, depending on number requiring re-writing.	Student
Re-written Component (if applicable)	Notify student of the outcome of the collective deliberations (cc QE committee and Graduate Program Assistant).	Within three weeks of student's re-submission.	Advisor/QE Chair communicates outcomes to the student; QE Committee cc'd on email.
Oral Component	Student prepares for the oral defence	Outcome 1 – first week November (one week following notification of outcome; date Specified in the Contextual Statement and Reading List Approval Form);	Student QE Committee
		Outcome 2 – no later than first week of January	

QE Stage:	Task (Note: Required Forms Listed in Bold)	Timeframe	Responsible
	Committee discusses student's performance	During deliberations	QE Committee Members
Post-QE	Provide student with a summary of strengths and areas for improvement related to the QE Competencies for both the written and oral components. Send a copy to the Graduate Program Assistant (to archive in student's file).	1 week post successful completion of oral component	QE Chair
*Note: Given this is an examination context, it is important that all feedback provided to the student is written in a manner that does not do the intellectual work for the student			

Appendix F

QE Written Component Assessment Rubric

Category	Competency	Outstanding	Very Good to Excellent	Acceptable to Good	Minimally Acceptable, or Inadequate
Introduction/ Purpose	5, 6, 7	*exceptional introduction in which purpose and relevance are well-established **purpose is exceptionally clear, well-developed, and rational.	*proficient introduction of topic/purpose that is relevant. **purpose is clear and rational.	*basic introduction in which topic is stated but lacks relevance. **purpose is somewhat clear and rational.	*weak or no introduction of topic. **the topic or purpose is unclear, weak or missing.
Quality of Information/ Evidence	1, 2, 3, 5, 6	*topic is exceptionally presented (coherent), extremely detailed, and historically accurate. **information clearly relates to the purpose.	*information relates to the main topic. **paper is well-presented in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **a limited variety of sources used.	*information has little or nothing to do with the topic/purpose. **information has weak or no connection to the topic.
Support of Topic/ Purpose/ Analysis	1, 2, 3, 5, 6	*exceptionally critical, relevant and consistent connections made between evidence and topic/purpose. **excellent analysis.	*consistent connections made between evidence and topic/purpose **good analysis.	*some connections made between evidence and topic/purpose. **some analysis.	*limited or no connections made between evidence and purpose. **lack of analysis.
Organization/ Development of Research Paper	1, 2, 3, 5, 6	*exceptionally clear, logical, mature, and thorough development of topic with excellent transitions between and within paragraphs.	*clear and logical order that supports topic with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion	1, 2, 3, 5, 6	*excellent summary of topic with concluding ideas that are impactful.	*good summary of topic with clear concluding ideas.	*basic summary of topic with some final concluding ideas.	*lack of summary of topic.

Category	Competency	Outstanding	Very Good to Excellent	Acceptable to Good	Minimally Acceptable, or Inadequate
1. Scientific Style	5, 7, 8	*style is scientific, logical and objective. Note: one study does not yield definitive knowledge of a finding so phrase appropriately. Use past tense when appropriate. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, concise and to the point.	*scientific style is used that is logical and objective. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, concise, and to the point.	*scientific style is used that is appropriate for given purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear or not concise.	*style is inappropriate or does not address given purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
2. Citation Format, Usage, & References	7, 8	*control of grammar, usage, and mechanics. **entirely free of spelling, punctuation, and grammatical errors. Avoid using quotations unless absolutely necessary. ***reference entries entirely correct.	*may contain a few spelling, punctuation, and grammar errors. **reference entries mostly correct.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability. **frequent errors in reference format.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood. **references lack format/numerous errors.

Students must achieve a majority of scores in Outstanding and Very Good to Excellent to proceed to Oral Component.

If there are any answers that are scored on any of the rubric criteria to be Minimally Acceptable or Inadequate, it is an automatic rewrite for that paper.

QEs are recorded on student transcripts simply as SAT (satisfactory) or UNSAT (unsatisfactory).

APPENDIX G**MSc AHN Typical Course of Study**

This course of study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

MSc students in Applied Human Nutrition are required to take a minimum of 2.25 graduate credits.

Semester 1 (fall)

- FRAN*6010 Applied Statistics
 - FRAN*6330 MSc Research Seminar
 - 1 required graduate course
- NOTE:** Attendance at Research Seminar occurs every fall and winter semester of your graduate program.

Semester 2 (winter)

- FRAN*6000 Quantitative Research Methods
- FRAN*6020 Qualitative Research Methods
- FRAN*6330 MSc Research Seminar

Semester 3 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete thesis proposal with approval from Advisory Committee

Semester 4 (fall)

- FRAN*6330 MSc Research Seminar
- Data collection

Semester 5 (winter)

- FRAN*6330 MSc Research Seminar
- Data analysis and thesis writing

Semester 6 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete and defend thesis

Suggested Elective Courses for Students with a BAsC in Applied Human Nutrition

In consultation with their Advisory Committee, MSc students must also take one additional one additional (0.5) nutrition-related, graduate elective course such as FRAN*6610 Advances in Clinical Nutrition, FRAN*6510 Nutrition in the Community, FRAN*6560 Topics in Applied Human Nutrition or another nutrition-related graduate level elective course related to their program of study.

NOTE: Students who enter the MSc AHN program from a non-nutrition undergraduate program will also be required to take those undergraduate and/or graduate courses necessary to meet foundational knowledge in applied human nutrition. These courses will be determined in consultation with the student's Advisory Committee. All students are also required to complete a research thesis.

APPENDIX H**PhD AHN Typical Course of Study**

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

PhD students in Applied Human Nutrition are required to take a minimum of 1.75 graduate credits.

Semester 1 (fall)

- 1 required graduate course¹
- FRAN*6010 Applied Statistics²(if not already taken or waived)
- FRAN*6550 PhD Research Seminar

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program.

Semester 2 (winter)

- FRAN*6000 Quantitative Research Methods² (if not already taken or waived)
- FRAN*6020 Qualitative Research Methods² (if not already taken or waived)
- FRAN*6550 PhD Research Seminar

Semester 3 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)

Semester 4 (fall)

- FRAN*6550 PhD Research Seminar
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Qualifying Examination

Semester 5 (winter)

- FRAN*6550 PhD Research Seminar
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 6 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 7 (fall)

- FRAN*6550 PhD Research Seminar
- Thesis research

Semester 8 (winter)

- FRAN*6550 PhD Research Seminar
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 9 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research and Defence

¹In consultation with their Advisory Committee, PhD AHN students must take three graduate courses as well as Research Seminar in their PhD program. These courses should be negotiated with the Advisory Committee early on in the PhD program. Please refer to WebAdvisor and/or the Academic Administrative Assistance regarding course availability. Typically, these courses are taken before the QE (semester 5). Possible courses include:

- FRAN*6440 Applied Factor Analysis and Structural Equation Modelling
- FRAN*6610 Advances in Clinical Nutrition/Assessment I
- FRAN*6510 Nutrition in the Community
- UNIV*6800 University Teaching: Theory and Practice
- and/or other graduate elective courses, depending on interests

²Students who do not have a Master's degree awarded by the Department of Family Relations and Applied Nutrition or from another comparable program, will be required to take additional relevant statistics and/or methods courses ([FRAN*6000](#), [FRAN*6010](#) and/or [FRAN*6020](#)) offered by the department as part of their graduate program. Students who enter the PhD AHN program from a non-nutrition undergraduate or MSc program will also be required to take additional undergraduate and/or graduate courses necessary to meet foundational knowledge in applied human nutrition.

Most students take additional elective graduate courses related to their program of study to build a foundation for their research and/or practice. The student's selection of elective courses is primarily determined by research specialization. Each student works closely with an advisory committee in developing an individualized program of study by selecting courses that not only provide for interdisciplinary breadth but also address the student's specific research and professional goals. Each of the emphases also indicates areas of research that reflect current faculty interests and is intended to help students define an area of research and study.

APPENDIX I

MAN Typical Course of Study

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

For all students in the MAN program, a minimum of 6.5 graduate credits are required.

Semester 1 (fall)

- FRAN*6610 Advances in Clinical Nutrition
- FRAN*6710 Practicum in Applied Human Nutrition I
- FRAN*6750 Fundamentals of Dietetic Practice–Based Research

Semester 2 (winter)

- FRAN*6510 Nutrition in the Community
- FRAN*6720 Practicum in Applied Human Nutrition II
- FRAN*6740 Foodservice Management in Healthcare

Semester 3 (spring)

- FRAN*6730 Practicum in Applied Human Nutrition III

APPENDIX J

MSc FRHD Typical Course of Study

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

MSc students in Family Relations and Human Development are required to take a minimum of 2.25 graduate credits.

Semester 1 (fall)

- FRAN*6010 Applied Statistics
 - FRAN*6340 Interdisciplinary Perspectives in Family Relations and Human Development
 - FRAN*6330 MSc Research Seminar
- NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program.

Semester 2 (winter)

- FRAN*6000 Quantitative Research Methods
- FRAN*6020 Qualitative Research Methods
- FRAN*6330 MSc Research Seminar
- Write Proposal

Semester 3 (summer)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete thesis proposal with approval from Advisory Committee

Semester 4 (fall)

- FRAN*6330 MSc Research Seminar
- Data Collection

Semester 5 (winter)

- FRAN*6330 MSc Research Seminar
- Data analysis and thesis writing

Semester 6 (summer)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete and defend thesis

These program requirements are minimum expectations. In consultation with the student's advisor and advisory committee, additional course(s) may be included in the student's plan of study to meet specific learning needs.

APPENDIX K

PhD FRHD Typical Course of Study

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

PhD students in Family Relations and Human Development are required to take a minimum of 1.75 credits.

Semester 1 (fall)

- 1 required graduate course¹
- FRAN*6010 Applied Statistics² (if not already taken or waived)
- FRAN*6280 Theorizing in Family Relations and Human Development (offered alternate years; take in first available semester)
- FRAN*6550 PhD Research Seminar

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program.

Semester 2 (winter)

- FRAN*6000 Quantitative Research Methods² (if not already taken or waived)
- FRAN*6020 Qualitative Research Methods² (if not already taken or waived)
- FRAN*6440 Applied Factor Analysis and Structural Equation Modelling (usually offered in alternate years).
NOTE: MCS*6070 Intro to Structural Equation Modelling is a substitute for this requirement.
- FRAN*6550 PhD Research Seminar

Semester 3 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)

Semester 4 (fall)

- FRAN*6550 PhD Research Seminar
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Qualifying Examination

Semester 5 (winter)

- FRAN*6550 PhD Research Seminar

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 6 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 7 (fall)

- FRAN*6550 PhD Research Seminar
- Thesis research

Semester 8 (winter)

- FRAN*6550 PhD Research Seminar
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research

Semester 9 (spring)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Thesis Research and Defence

¹ Students must complete one additional [0.50] graduate course, which may be taken within Family Relations and Applied Nutrition, in other academic units of the university, or in other universities through the Ontario Visiting Graduate Student Program.

² Students who do not have a Master's degree awarded by the Department of Family Relations and Applied Nutrition or from another comparable program, may be required to take additional relevant theory, statistics, and/or methods courses (FRAN*6000 Quantitative Research Methods, FRAN*6010 Applied Statistics, FRAN*6020 Qualitative Research Methods, and/or FRAN*6340 Interdisciplinary Perspectives in Family Relations and Human Development) offered by the department as part of their graduate program.

Most students take additional elective graduate courses related to their program of study to build a foundation for their research and/or practice. The student's selection of elective courses is primarily determined by research specialization. Each student works closely with an advisory committee in developing an individualized program of study by selecting courses that not only provide for interdisciplinary breadth but also address the student's specific research and professional goals. Each of the emphases also indicates areas of research that reflect current faculty interests and is intended to help students define an area of research and study.

APPENDIX L

MSc CFKS Typical Course of Study

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

MSc students in Critical Family and Kinship Studies are required to take a minimum of 2.25 graduate credits.

Semester 1 (fall)

- FRAN*6340 Interdisciplinary Perspectives in Family Relations and Human Development
- FRAN*6460¹ Introduction to Critical Family and Kinship Studies (offered in even fall years)
¹At this time, FRAN*6460 is only being offered as an Independent Study course being taught by the faculty advisor
- FRAN*6330 MSc Research Seminar
NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program.

Semester 2 (winter)

- FRAN*6000 Quantitative Research Methods
- FRAN*6020 Qualitative Research Methods
- FRAN*6330 MSc Research Seminar
- Write Proposal

Semester 3 (summer)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete thesis proposal with approval from Advisory Committee

Semester 4 (fall)

- FRAN*6330 MSc Research Seminar
- Data Collection

Semester 5 (winter)

- FRAN*6330 MSc R
- Data analysis and thesis writing

Semester 6 (summer)

- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete and defend thesis

These program requirements are minimum expectations. In consultation with the student's advisor and advisory committee, additional course(s) may be included in the student's plan of study to meet specific learning needs.

APPENDIX M**MA.MH Typical Course of Study**

This Course of Study is not official and may be subject to change. See the Graduate Calendar for [degree requirements](#) and [course descriptions](#).

MA.MH students are required to take a minimum of 6.0 graduate credits.

Semester 1 (fall)

- FRAN*6890 Foundations of Relational and Family Therapy
- FRAN*6920 Research in Relational and Family Therapy

Semester 2 (winter)

- FRAN*6880 Sociocultural Attunement and Humility
- FRAN*6270 Issues in Family-Related Social Policy

Semester 3 (summer)

- FRAN*6910 Professional Ethics and Issues in Relational and Family Therapy
- FRAN*6980 Theoretical Understanding of Collaborative and Post-Modern Therapy

Semester 4 (fall)

- FRAN*6870 Resiliency and Trauma Informed Practice
- FRAN*6990 Theoretical Understanding of Cognitive and Behavioral Therapy Models

Semester 5 (winter)

- FRAN*6900 Transitions in Mental Health Capstone
- FRAN*6940 Gender, Sexuality and Clinical Interventions

Semester 6 (summer)

- FRAN*6900 Transitions in Mental Health Capstone
- FRAN*6930 Perspectives on Health and Well-Being

APPENDIX N

MSc Schedule of Dates and Deadlines

Semester 1

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

Semester 2

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Establish Advisory Committee and Program Degree Form
the [Advisory Committee Appointment & Program Degree Form](#) must be submitted to the Graduate Program Assistant by the 10th class day of the 2nd semester. Failure to submit this form will result in blocked registration in the following semester. This signed form represents a contract between the student and the university program. *A new Advisory Committee Appointment & Program Degree Form must be submitted if there are changes to the Advisory Committee or if there are program changes.*
- ☐ Research Seminar Presentation
students will present in Research Seminar in either semester 2 or semester 4 based on random assignment. MSc presentations are 15 minutes long with a 10 minute discussion period in small group.
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 3

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Thesis Proposal
the [Thesis/Major Research Paper Proposal Approval Form](#) is due by the end of the 3rd semester.
- ☐ Graduate Program Degree Form Review
Student and Advisor should review student's Graduate Program Degree Form to ensure that all required courses have been or will be taken.
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 4

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Research Seminar Presentation
students will present in Research Seminar in either semester 2 or semester 4 based on random assignment. MSc presentations are 15 minutes long with a 10 minute discussion period in small group.
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 5

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Apply to Graduate
students must review [Graduation Information](#) and apply to graduate.
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 6

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Thesis Defence
students must submit the [Examination Request Form](#) to the Graduate Program Assistant a minimum of 3 weeks before the scheduled examination date. Students and Advisors must also forward three names for a possible Defence Chair at this time.
Please note: In total, there must be 4 faculty members present at the defence: Chair, Advisor, Committee Member and one additional faculty member.
Please see the FRAN MSc Defence Checklist for more information
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

APPENDIX O

PhD Schedule of Dates and Deadlines

Semester 1

- ☐ **Course Selection**
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ **Financial Registration**
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ **Graduate Student Evaluation**
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 2

- ☐ **Course Selection**
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ **Financial Registration**
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ **Establish Advisory Committee and Program Degree Form**
the [Advisory Committee Appointment & Program Degree Form](#) must be submitted to the Graduate Program Assistant by the 10th class day of the 2nd semester. Failure to submit this form will result in blocked registration in the following semester. This signed form represents a contract between the student and the university program. *A new Advisory Committee Appointment & Program Degree Form must be submitted if there are changes to the Advisory Committee or if there are program changes.*
- ☐ **Establish the Qualifying Examination Committee**
by the end of the 2nd semester, and submit the [Qualifying Examination Committee](#)

[Appointment Form](#). Please also see the [Qualifying Exam \(QE\) Process](#) on our department website.

☐ **Graduate Student Evaluation**

the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 3

☐ **Course Selection**

please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).

☐ **Financial Registration**

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

☐ **PhD QE Contextual Statement and Reading List Approval Form**

The [PhD QE Contextual Statement and Reading List Approval Form](#) is submitted to the Graduate Program Assist by the first week of June. QE committee and student receives the final approved version of Contextual Statement and Reading List document.

☐ **Graduate Student Evaluation**

the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 4

☐ **Course Selection**

please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).

☐ **Financial Registration**

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

☐ **Research Seminar Presentation**

students will present in Research Seminar in either semester 4 or semester 5 and again in either semester 7 or 8 based on random assignment. PhD presentations are 20 minutes long with a 15-minute discussion period in large group.

- ❑ **Complete 4 Qualifying Examination (QE) Take-Home Questions**
submit written responses to the 4 selected questions to QE Committee Members 4 weeks after receipt of take-home exam question.
- ❑ **Qualifying Examination Oral Defence**
students complete their QE oral defence. Please see [PhD Qualifying Examination Process](#) on our department website.
- ❑ **Graduate Student Evaluation**
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 5

- ❑ **Course Selection**
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ❑ **Financial Registration**
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ❑ **Research Seminar Presentation**
students will present in Research Seminar in either semester 4 or semester 5 and again in either semester 7 or 8 based on random assignment. PhD presentations are 20 minutes long with a 15-minute discussion period in large group.
- ❑ **Thesis Proposal**
students will begin work on their thesis proposals. The [Thesis/Major Research Paper Proposal Approval Form](#) is due by the end of the 6th semester. Please also see the [FRAN Thesis and Defence Guidelines](#).
- ❑ **Graduate Student Evaluation**
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 6

- ❑ **Course Selection**
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ❑ **Financial Registration**

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

☐ **Graduate Student Evaluation**

the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 7

☐ **Course Selection**

please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).

☐ **Financial Registration**

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

☐ **Research Seminar Presentation**

students will present in Research Seminar in either semester 4 or semester 5 and again in either semester 7 or 8 based on random assignment. PhD presentations are 20 minutes long with a 15-minute discussion period in large group.

☐ **Graduate Student Evaluation**

the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 8

☐ **Course Selection**

please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).

☐ **Financial Registration**

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

☐ **Research Seminar Presentation**

students will present in Research Seminar in either semester 4 or semester 5 and again in either semester 7 or 8 based on random assignment. PhD presentations are 20 minutes long with a 15-minute discussion period in large group.

- ❑ **Apply to Graduate**
students must review [Graduation Information](#) and apply to graduate.
- ❑ **Graduate Student Evaluation**
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

Semester 9

- ❑ **Course Selection**
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ❑ **Financial Registration**
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ❑ **Thesis Defence**
students must submit the [Examination Request Form](#) to the Graduate Program Assistant a minimum of **8 weeks** before the scheduled examination date. Students and Advisors must also forward three names for a possible External Examiner at this time.
*Please see the **FRAN PhD Defence Checklist** for more information*
- ❑ **Graduate Student Evaluation**
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by all members of the Advisory Committee and the student. This evaluation is started by the student using [Gryph Forms](#). The evaluation needs to be signed electronically by all Advisory Committee members and is due no later than the first Friday of the following semester.

APPENDIX P**MAN Schedule of Dates and Deadlines****Semester 1**

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by the Advisory Committee and the student. MAN students should complete the student section of the report, sign and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

Semester 2

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by the Advisory Committee and the student. MAN students should complete the student section of the report, sign and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

Semester 3

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

- ❑ Start Application to College of Dietitians of Ontario
students must follow the appropriate steps to complete their application (see [College of Dietitians of Ontario](#) website).
- ❑ Apply to Graduate
students must review [Graduation Information](#) and apply to graduate.
- ❑ Graduate Student Evaluation
the [Graduate Student Progress Report](#) must be completed at the end of each semester and signed by the Advisory Committee and the student. MAN students should complete the student section of the report, sign and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

APPENDIX Q

MSc Schedule of Dates and Deadlines

Semester 1

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

Semester 2

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

Semester 3

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

Semester 4

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration

required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

Semester 5

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).
- ☐ Apply to Graduate
Students must review [Graduate Information](#) and apply to graduate.

NOTE: The Transitions in Mental Health Capstrone is a winter/summer course and usually taken in the final two semesters of study (with prerequisite(s) FRAN*6890 and FRAN*6990)

Semester 6

- ☐ Course Selection
please see the [Graduate Calendar](#) for course selection dates. You will register for your courses using [WebAdvisor](#).
- ☐ Financial Registration
required for registering for each semester. Students may choose to pay their tuition via payroll deduction from their GTA or scholarship funding. You will do this via [WebAdvisor](#).

NOTE: The Transitions in Mental Health Capstrone is a winter/summer course and usually taken in the final two semesters of study (with prerequisite(s) FRAN*6890 and FRAN*6990)

APPENDIX R

MSc Defence Checklist

Please note that the Office of Graduate & Postdoctoral Studies website contains all required information about defending [here](#).

- ☐ Apply to graduate by the Graduate Calendar's [deadline](#)
- ☐ Review FRAN [Thesis and Defence Guidelines for MSc Students](#)
- ☐ Submit [Examination Request Form](#) to the Graduate Program Assistant a minimum of 3 weeks before the scheduled examination date. This form requires the signatures of all Advisory Committee Members.
- ☐ Students and Advisors must also forward three names for a possible Defence Chair at this time.
Please note: In total, there must be 4 faculty members present at the defence: Chair, Advisor, Committee Member and one additional faculty member. For students who only have one Committee Member, in consultation with your advisory committee, choose an additional graduate faculty member to sit on your defence committee.
- ☐ Ensure all defence committee members including the chair have a final copy of your thesis a minimum of 2 weeks before the scheduled examination date.

Defence & Submission of Thesis to Atrium

- ☐ Complete the forms required by the Office of Graduate & Postdoctoral Studies. If these forms are not submitted, your thesis will not be reviewed:
 - Certificate of Approval – completed and signed by the Defense Examination Committee at the end of the defense. To be submitted by the Defense Chair on the student's behalf.
 - Theses Non-Exclusive License – this form gives permission to the University to publish your thesis on the online repository, The Atrium (a requirement of all graduate students at the University of Guelph). To be emailed to the Office of Graduate & Postdoctoral Studies.
 - Thesis Submission Control Sheet – on this form you certify that you have checked your thesis for any errors, completion and copyright. To be emailed to the Office of Graduate & Postdoctoral Studies.

- Request to Restrict Circulation of Thesis – only required if you wish to apply for restrictions on the circulation of your thesis due to patents pending or other circumstances such as chapters being published as manuscripts. If you are submitting this form, it must be completed and submitted to the Office of Graduate & Postdoctoral Studies well in advance of your final submission.
- ☐ Review the [Preparation of your Thesis](#) page on the Office of Graduate & Postdoctoral Studies website for formatting.
- ☐ Complete all edits and review your thesis – ensure that there are no errors in your thesis before submission.
- ☐ Review the [instructions for uploading your thesis](#) to the Atrium.
- ☐ Submit your thesis and any supplementary files to [the Atrium](#) by the Graduate Calendar's [deadline](#).

Once you have submitted your thesis, it will be reviewed for adherence to formatting guidelines by the Office of Graduate & Postdoctoral Studies (approximately one to three working days). Expect to submit more than once for all formatting issues to be resolved. Failure to meet the Atrium submission deadline will result in postponement of graduation.

APPENDIX S

PhD Defence Checklist

Please note that the Office of Graduate & Postdoctoral Studies website contains all required information about defending [here](#).

- ☐ Apply to graduate by the Graduate Calendar's [deadline](#)
- ☐ Review FRAN [Thesis and Defence Guidelines for PhD Students](#)
- ☐ Submit [Examination Request Form](#) to the Graduate Program Assistant a minimum of 8 weeks before the scheduled examination date. This form requires the signatures of all Advisory Committee Members.
- ☐ Students and Advisors must also forward three names (and contact information) for a possible External Examiner at this time.
- ☐ Send a final copy of your thesis to your Examination Committee and the Graduate Program Assistant at least 4 weeks prior to the examination.
- ☐ Review External Examiner's Report and make any necessary changes.

Defence & Submission of Thesis to Atrium

- ☐ Complete the forms required by the Office of Graduate & Postdoctoral Studies. If these forms are not submitted, your thesis will not be reviewed:
 - Certificate of Approval – completed and signed by the Defense Examination Committee at the end of the defense. To be submitted by the Defense Chair on the student's behalf.
 - Theses Non-Exclusive License – this form gives permission to the University to publish your thesis on the online repository, The Atrium (a requirement of all graduate students at the University of Guelph). To be emailed to the Office of Graduate & Postdoctoral Studies.
 - Thesis Submission Control Sheet – on this form you certify that you have checked your thesis for any errors, completion and copyright. To be emailed to the Office of Graduate & Postdoctoral Studies.
 - Request to Restrict Circulation of Thesis – only required if you wish to apply for restrictions on the circulation of your thesis due to patents pending or other

circumstances such as chapters being published as manuscripts. If you are submitting this form, it must be completed and submitted to the Office of Graduate & Postdoctoral Studies well in advance of your final submission.

- ☐ Review the [Preparation of your Thesis](#) page on the Office of Graduate & Postdoctoral Studies website for formatting.
- ☐ Complete all edits and review your thesis – ensure that there are no errors in your thesis before submission.
- ☐ Review the [instructions for uploading your thesis](#) to the Atrium.
- ☐ Submit your thesis and any supplementary files to [the Atrium](#) by the Graduate Calendar's [deadline](#).

Once you have submitted your thesis, it will be reviewed for adherence to formatting guidelines by the Office of Graduate & Postdoctoral Studies (approximately one to three working days). Expect to submit more than once for all formatting issues to be resolved. Failure to meet the Atrium submission deadline will result in postponement of graduation.