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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 on-line.

This document specifies the policies that have been adopted by the Department of Family Relations and Applied Nutrition (FRAN) regarding topics such as the roles and responsibilities of the various people and committees involved in graduate studies, funding, and evaluation of student progress. Details regarding degree program regulations (e.g., fields, degree requirements, required courses, etc.) are outlined in the Graduate Calendar. The Graduate Calendar is the final word on all university policies – when in doubt, check there!

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. S/he is there to provide you with information, advice and counsel during your graduate studies. In particular, we refer you to: Faculty of Graduate Studies’ Policy on Responsibilities of Advisors, Advisory Committees 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 Coordinator is to act as a supportive 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 experiences in our research-intensive and applied programs. On behalf of the Graduate Faculty in FRAN, I welcome you and wish you success.

Sincerely,

Scott B. Maitland, PhD
Associate Professor, Graduate Coordinator
Department of Family Relations and Applied Nutrition
Family Relations and Applied Nutrition (FRAN)

Department Overview

The Department of Family Relations & Applied Nutrition offers graduate studies in the following areas:

- MSc. and PhD Applied Human Nutrition by thesis
- MSc. Couple and Family Therapy (by thesis or major research paper)
- MSc. and PhD Family Relations and Human Development (by thesis)
- Masters of Applied Human Nutrition (major research paper)

The multidisciplinary faculty represent the fields of psychology, sociology, education, social work, human development, family therapy, epidemiology, 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, and economic well-being of families across the lifespan. The programs emphasize a balance between theory, research and practical application of knowledge in graduate training. The department strives for collaboration among the three graduate fields (AHN/MAN, CFT, FRHD). 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 located in the Macdonald Institute (MINS) with additional offices being in the Macdonald Stewart Hall (MACS) and Macdonald Hall (MAC).
- All students are assigned a shared mailbox.
- All MSc. AHN, MSc. FRHD and MAN students will be assigned a locker. (Once you have completed your program, it is your responsibility to empty the locker and remove the lock.)
- All PhD students will be assigned a desk.
- The Couple and Family Therapy faculty and students are located in the Couple & Family Therapy (CFT) Centre, Macdonald Hall Annex (MAC).
- 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 the 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 on the ground floor of the MINS building is a casual, convenient
and useful place in which to meet faculty, staff, sessional instructors and fellow students.

Student Space
The following space is available for students:
• MINS 121 and MINS 127 are quiet study spaces for PhD and MSc students to use while on
campus
• MINS 117A and MINS 117B are the PhD student spaces
• MACS 321 and MACS 329 are the MSc and MAN student spaces
• MINS 123 and MINS 125 are bookable meeting spaces for PhD and Masters students. MINS
123 can seat 8-9 people and MINS 125 can seat 5-6 people.
• To book these rooms:
  - In Gryphmail/Office 365, click Calendar
  - Click 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 time for your booking.
  - Click Scheduling Assistant
  - At the bottom of the page, click add rooms
  - In the location line start typing CSAHS. You should get a drop down of rooms. Double
    click the room you prefer and click OK.
  - Click 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 the website for a list of current departmental contacts (key administrative people and what
they do).

The Chair’s Office

Clare MacMartin, Department Chair
cmacmart@uoguelph.ca, MINS 245, ext. 54831
• 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) several times in the fall and winter semesters.
• The Chair also assists in matters than cannot be solved by others in the department,
  including acting as the arbiter in cases where faculty or students cannot resolve an issue
  with the Graduate Coordinator.

Cathy Walsh, Administrative Assistant
franddept@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 travel
  claims).
Ruth Lesins, Academic Administrative Assistant  
fran.academic@uoguelph.ca, MINS 247, ext. 53582
- The Academic Administrative Assistant is responsible for course scheduling, GTA and Sessional hiring, as well as resolving any course registration issues.

Marita Liebregt, Financial Clerk  
liebregt@uoguelph.ca, MINS 251, ext. 53519
- The Financial Clerk handles day-to-day issues including faxes, courier shipments, photocopiers, travel claims, and departmental keys. The Financial Clerk is also responsible for the booking of all departmental laptops and media requests.

The Graduate Office

Scott Maitland, Graduate Coordinator  
smaitlan@uoguelph.ca, MINS 225, ext. 56156
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. Major responsibilities include:
- Recommending offers of admission of new graduate students to the Office of Graduate Studies and recommending entrance awards for new graduate students and funding for continuing students
- 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.

Shauna Porter, Graduate Program Assistant  
fran.graduate@uoguelph.ca, MINS 249, ext. 53968
- The Graduate Program Assistant takes care of day-to-day administration of the graduate program and is the main point of contact for Graduate Students.
- Contact the Graduate Program Assistant for forms, scholarship application materials or information and advice about general administrative issues.
- The Graduate Program Assistant is also responsible for the booking of MACS 331, MINS 123 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 receiving a lot of help, then you may wish to
consider discussing with your Advisor whether or not 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**
The people who went through what you are going through now a year or two ago have experience to share, and they are usually willing to help out. You can learn a lot about how things work and gain valuable insights 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 students representatives. The Graduate Studies Committee tasks include:
- 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, MSc CFT, MSc FRHD, PhD AHN, PhD FRHD). These representatives are elected by the members of each program annually. Please see the Graduate Program Assistant for the current list of names.

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

Student reps will also organize social events for the 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 winter semester to serve for a year (3 semesters) on the Committee.

**Other Resources on Campus**

**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 web site is an important resource for information about all of these concerns. The Office of Graduate & Postdoctoral Studies is located in the University Centre on Level 3.

Assistant Vice-President, Graduate Studies
The AVP of Graduate Studies, Dr. Ben Bradshaw, is in charge of The Office of Graduate & Postdoctoral Studies. He can help you deal with issues that you simply cannot resolve at the department level.

Student Financial Services
For assistance with financial matters, including paying fees and applying for OSAP and other forms of financial assistance, visit the Student Financial Services web site. If you need to see someone from this office in person, Student Financial Services is located in the University Centre, Level 3.

Graduate Students’ Association (GSA)
All graduate students are members of the GSA. This organization represents your interests to the administration, deals with issues such as the Student Health and Dental plans, and performs the very important function of running the Graduate Lounge! Visit the GSA web site for more information.

Office of Intercultural Affairs
The University's Office of Intercultural Affairs provides counseling and assistance to international students. The Office's web site provides links to useful resources and information for international students.

Reference Librarians
The University of Guelph has an excellent library, and superb reference librarians. They can help you figure out where to find things, how to use paper and electronic resources, etc. Put them to work for you!

Office of Research
If you are undertaking research involving human participants and need help navigating the research ethics process, you can contact Research Ethics, UC 437, X56606, 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 provide assistance to graduate students. Examples include Teaching Support Services, the Learning Commons, Health Services, Student Financial Services, Career Services, and the Centre for International Programs. Links to these organizations and services are collected in the Services page of the University’s web site.
Department Operations

Audio-Visual Equipment in Classrooms
In order to access presentation technology in most classrooms, a code is required. 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 this password to students in the class; they should be logged into 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 also reducing the misuse of our equipment by unauthorized persons.

For classrooms without LCD projectors, you can reserve departmental equipment through the Financial Clerk, Marita Liebregt at ext. 53519 or by email. If faculty/GTAs expect that LCD projectors will be required throughout a course, you may make a standing order for the semester. Faculty/GTAs will be responsible for picking the equipment up and carrying it to the classroom as LCDs are not loaned to undergraduate students.

Reserving Equipment through Teaching Support Services:
Alternatively, students can reserve equipment such as LCD projectors, tape recorders etc. by going in person to TSS or by calling 52778 or by emailing cts@uoguelph.ca. TSS allows instructors to send class lists for booking of audio/visual equipment, enabling students to book equipment themselves at no charge for most items. If you are borrowing tape recorders, the tapes and batteries are not supplied – these can be purchased at the bookstore.

Photocopying
Please note that department adheres strictly to the Copyright Guidelines. This will preclude making multiple copies of any portion of a work. Copyright Guidelines are also posted in the photocopy room.

The departmental photocopier is located in MINS 229. A password and key are both needed in order to access the photocopier. Please see Marita, Shauna or Ruth for access. Scanning to email is also available at no cost (code is 55555).

Telephones-Mailboxes/Email/Listservs
Telephone Instructions are found at the Computing and Communications Services website.
Long distance calls relating directly to teaching and/or research responsibilities are paid by the Department. The Department expects reimbursement for personal long distance calls and cheques or cash should be submitted to the Financial Clerk (ext. 53519, MINS 251) who will send out monthly phone statements. You can also use your own calling card.

Mailboxes are located outside MINS 247. Students can pick up their office and mailbox keys from the Financial Clerk (MINS 251). There is a $40 deposit payable to the department for the keys which will be refunded to you at the end of your studies and upon return of the keys. Often you will have to share a mailbox and should make sure you take only your own mail. It is your responsibility to check for mail on a regular basis.
Email is provided by Computing and Communication Services, which is not part of the department. You can read your email by using GryphMail at http://mail.uoguelph.ca. 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 correct University of Guelph (@uoguelph.ca) e-mail address and check your email account daily. AT NO TIME will the University ask you to reveal your user ID and password by email. Beware of phishing attempts; keep your password confidential and change it often.

Listservs and Email Groups. The department maintains a number of listservs and email groups:

<table>
<thead>
<tr>
<th>List serve/Group</th>
<th>Managed By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRAN Faculty Listserv</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Sessional Group</td>
<td>Academic Administrative Assistant</td>
</tr>
<tr>
<td>Grad Students Listserv</td>
<td>Graduate Program Assistant</td>
</tr>
<tr>
<td>AHN Graduate Listserv</td>
<td>Graduate Program Assistant</td>
</tr>
<tr>
<td>MAN List Serve</td>
<td>Graduate Program Assistant</td>
</tr>
<tr>
<td>ADV &amp; CYF Undergrad Listservs</td>
<td>Undergraduate Secretary</td>
</tr>
<tr>
<td>AHN Undergrad Listserv</td>
<td>AHN Faculty Advisor</td>
</tr>
</tbody>
</table>

Animals on Campus and in the Department
Please note that as per Health and Safety policy, animals (with few exceptions, including service animals) are NOT allowed in University building(s), even when under restraint of a leash or other control. Please see the full policy on the Environmental Health and Safety Policies website.
Program Overview for All Students

You and Your Responsibilities
You can do a lot to ensure that your graduate experience at the University of Guelph is productive and enjoyable. You also have important responsibilities. General 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:

- Asking questions if you do not know how something works, or what you are supposed to do.
- Negotiating an agreed-upon program of research with the Advisor. An approved research proposal will constitute an agreed-upon description of your program of research.
- Bringing any proposed deviations from the agreed-upon program of study and research to the attention of your Advisor in a timely fashion, and negotiating an appropriate course of action.
- Meeting regularly with your Advisor and/or Advisory Committee to discuss your progress, problems and to keep them updated.
- Actively seeking and applying for funding from pertinent external and internal sources (awards, scholarships) to support your studies.
- Becoming familiar with the rules governing graduate studies in the Department of Family Relations and Applied Nutrition at the University of Guelph, and seeking 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.
- Completing degree requirements in a timely fashion, consistent with the Department’s policy regarding acceptable program duration.
- Notifying 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 the Advisory Committee are outlined in the Graduate Calendar.

Your Advisor
Your Advisor is the faculty member with whom you’ll 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 -- so make sure that you have an open and thorough discussion about your mutual expectations at the start of your program, and that you 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. Masters students typically have a two person Advisory Committee (i.e., the Advisor and one other faculty member). Doctoral students typically have two
to three committee members in addition to their Advisor, one of which must be from outside the department. Students must submit advisory committee forms mid-way through Semester 2, or they will be prevented from registering for the third semester.

How much interaction you will have with your Advisory Committee member(s) will depend on how much effort you make 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 will be 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 can be an excellent source of support as you complete your work. In addition, committee members may have to play another extremely important role in the event that 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.
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 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, MSc CFT, 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 abstract abilities such as 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 of 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 learn essential research and professional skills in the process of doing research. Research tends to be collaborative at the
beginning of the graduate program with masters 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 Masters level by the Master's thesis or major 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 professional conferences and writing for publication.

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Program Requirement for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRAN*6000</td>
<td>Research Methods</td>
<td>MSC – AHN, FRHD, &amp; CFT (Quantitative Thesis Only)</td>
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<td></td>
<td>PhD – AHN &amp; FRHD</td>
</tr>
<tr>
<td>FRAN*6010</td>
<td>Applied Statistics</td>
<td>MSC – AHN, FRHD, &amp; CFT (Quantitative Thesis Only)</td>
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<tr>
<td></td>
<td></td>
<td>PhD – AHN &amp; FRHD</td>
</tr>
<tr>
<td>FRAN*6020</td>
<td>Qualitative Methods</td>
<td>MSC – AHN, FRHD, &amp; CFT (Qualitative Thesis Only)</td>
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<tr>
<td></td>
<td></td>
<td>PhD – AHN &amp; FRHD</td>
</tr>
<tr>
<td>FRAN*6180</td>
<td>Research Issues in Couple &amp; Family Therapy</td>
<td>MSC – CFT</td>
</tr>
<tr>
<td>FRAN*6330</td>
<td>Research Seminar</td>
<td>MSC – CFT Thesis</td>
</tr>
<tr>
<td>FRAN*6440</td>
<td>Applied Factor Analysis &amp; Structural Equation Modeling</td>
<td>PhD – FRHD</td>
</tr>
</tbody>
</table>

**FRAN Research Seminar Course Requirement**

Research Seminar (FRAN*6330 and FRAN*6550) is a dynamic weekly (1.5 hr/wk) departmental event designed to promote the interdisciplinary and intellectual research culture of our Department and graduate programs. Research Seminar occurs at the departmental level (large group) and at the discipline level (small group) [FRHD; CFT (thesis); AHN]. CFT (major research paper) students and MAN students are not required to attend, but are always welcome to attend and participate.

**Registration Note for FRAN*6330/6550 Research Seminar:**

MSc and PhD thesis students must attend the research seminar during each of the fall and winter semesters. However, registration for Research Seminar occurs in the semester in which students present their final presentation.

MSc and PhD students typically register in the semester in which they present for the second time. The student’s advisory committee will oversee and ensure participation in all semesters unless special permission has been obtained to be exempted from participation.
Colloquia
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 colloquia.

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 recommended to seek and accept graduate teaching assistantships
- Students are strongly recommended to prepare and deliver supervised lectures as part of their teaching assistant responsibilities
- Doctoral students, particularly those nearing the end of their programs, are recommended to seek and accept positions as course 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.
- UNIV*6800: University Teaching: Theory and Practice is required for PhD students who wish to replace one of their guaranteed GTA positions with a sessional instructor position. Students must successfully complete UNIV*6800 and successfully pass their Qualifying Exam to be eligible to teach as a sessional lecturer.

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 area:

- 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) (highly recommended for PhD)
- 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 either are capable of publishing their work or that they can respond to reviewer commentary and rework their manuscript with an intention of resubmitting (recommended for MSc; highly recommended for PhD)
- Preparation and submission of research for a presentation at a major scholarly/professional meeting or conference (recommended for MSc; highly recommended for PhD)
Program Overview for Major Research Paper Students

The nature of the Masters of Applied Nutrition (MAN) program is such that students complete a major research paper in addition to required course/practica work to fulfil the research competency guidelines. See Final Project in Applied Human Nutrition.

Students in the Couple and Family Therapy program have the option of completing a thesis or major research project in addition to required course/practica work. For those choosing the major paper route, see MSc-CFT Major Research Paper Option.
Schedule of Major Events
See the department website for a Schedule of Major Events (by degree type) which highlights by semester major events and documents required by Graduate Program 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! Contact fran.graduate@uoguelph.ca with any questions.

Graduate course registration is typically sent out by the Office of Graduate & Postdoctoral Studies.

For thesis students, once 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 for MSc students and PhD students. There is also a policy on the Maximum Registration for 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. A list of scholarships and awards is found in the Graduate Calendar.

Some of these awards have competitive application processes, whereas others are allocated by the department based on the specific 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.

Graduate Teaching Assistantships (GTAs)
FRAN offers a significant number of GTA opportunities per semester 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 at www.uoguelph.ca/sessional_ta.

Depending on the program/course, duties may consist of conducting tutorials, lab demonstrations, or grading. A full teaching assistantship consists of 140 hours per semester (10 hrs/week). The terms of the Collective Agreement between the Canadian Union of Public Employees (Local 3913-Unit #1) and the University of Guelph govern the procedures for allocating these assistantships. The department generally employs PhD students for 1.0 GTA positions, whereas MSc students are normally offered 0.5 or 0.75 GTA contracts.
Instructors and/or GTAs may manage course specific discussion groups in CourseLink. Student email addresses are available via Class Lists however, only course instructors have access to this information.

**CUPE 3913**
CUPE 3913 is the Union representing Graduate Teaching Assistants (GTA), and Graduate Service Assistants (GSA)(Unit 1) and Sessional Instructors (Unit 2). Visit the [CUPE 3913 web site](http://example.com) for more information and to review the CUPE 3913 Collective Agreement.
Applied Human Nutrition (AHN)

Mission Statement of the Applied Human Nutrition Graduate Programs
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 program 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 multi-disciplinary teams in health and social service programs.

In fulfilment 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 programs 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, Masters of Applied Nutrition (MAN) and/or PhD students will be able to:

**Foundational Knowledge in Applied Human Nutrition**
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, population 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**
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 practica in various settings such as family health teams, community health centres, food industry, etc.

**Advanced Critical Thinking and Research Skills**
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**

Apply principles of knowledge translation and transfer to communicate information accurately and appropriate 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 of 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 counseling 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 written 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**

Demonstrate behaviour 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 Behaviour.
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 his/her 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 the 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 Applied Human Nutrition MSc Program, required courses are found in the graduate calendar. In addition, see Typical Course of Study for MSc AHN

MSc-AHN Additional Elective Courses
In consultation with their Advisory Committees, MSc students may add elective courses to fulfil their course requirements. These should be negotiated with the advisory committee early on in the program. Please refer to WebAdvisor and/or the Graduate Program Assistant regarding course availability.

MSc-AHN Thesis Guidelines
All MSc students must complete a thesis. The procedures governing the MSc-AHN master's thesis are the same as those governing other MSc degrees and are found on the department website: Thesis & Defense Guidelines. There are many helpful links and files here – refer to them often.

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 Graduate 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 provision 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 behaviour 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 than 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 Typical Course of Study for PhD AHN.

PhD-AHN Additional 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; usually one or two electives appropriate to the student’s research area. 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. Research methods and statistics must have been taken within 5 years of admission to the program.

PhD-AHN Qualifying Examination
See the website for information on PhD Qualifying Examination procedure.

PhD-AHN Thesis Guidelines
All PhD students must complete a thesis. The procedures governing the PhD-AHN doctoral thesis are the same as those governing other doctoral degrees and are found on the department website: Thesis & Defense Guidelines.
The thesis should conform to the standards set out in the style manual published by the American Medical Association (AMA), the American Psychological Association (APA), and the format specified by Graduate Studies.
Masters of Applied Nutrition (MAN)

Mission
The mission of the MAN program is to produce graduates who are competent dietetic professionals able to apply advanced theoretical and technical knowledge to work in a variety of settings, and with the critical appraisal and entry level research skills to engage in practice-based research.

MAN Program Objectives
The broad objectives of the MAN program are to:

1. Develop students' 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 pages 1717-18 for the AHN Graduate Program mission statement and 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 different practices and problem-solving approaches supports the development of practice theory, professional competence, and continuing professional growth. 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.

- **Practicum Activities** – The three practica promote the acquisition of professional competencies through experience in practice and reflection on practice. 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 are.

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, community and foodservice 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.

- **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 in order to produce evidence based resources and recommendations. By the end of the practicum, the student performs some dietitian responsibilities independently.

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3. Centre for human service technology. Research Mindedness Virtual Learning Resource. [http://www.resmind.swap.ac.uk/content/02_what_is/what_is_02.htm](http://www.resmind.swap.ac.uk/content/02_what_is/what_is_02.htm), 2005
• **Regular Review and Planning for Competencies** – Regular review and planning for competencies throughout the program maximize potential for successfully completing the entry-level competencies established by the Partnership for Dietetic Education and Practice (PDEP).

**MAN Course Requirements**

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

**MAN Final Project in Applied Human Nutrition**
The Final Project in Applied Human Nutrition course consists of several elements including but not limited to in class instruction, a research abstract, written report of an applied research project in dietetic practice. The project can be related to a project identified by the Final Project in Applied Human Nutrition course instructor or a Practice-Based Evidence in Nutrition project pathway. This course provides students in the MAN program an opportunity to develop skills in applied dietetic research.

An advisory committee for each student’s project consisting of the Program Coordinator and the instructor of the final project in Applied Human Nutrition will be established in the first semester of the program.

**Dietetic Internship Certificate**
A letter confirming competency completion and a Dietetic Internship Certificate are the documents that the College of Dietitians of Ontario (or other provincial dietetic regulatory body) will need in order to assess application for entry to practice as a registered dietitian.

The Advisory Committee will review the Competency Record and Record of Dietetic Practices to ensure that all of the required PDEP entry-level competencies have been demonstrated in a variety of settings.

When the review of the Competency Record and Record of Dietetic Practices shows that all required competencies have been successfully completed, the student is given a Dietetic Internship Certificate. A letter confirming competency completion to the College of Dietitians of Ontario (or other provincial dietetic regulatory body) will be sent by the Program Coordinator.
**Couple and Family Therapy (CFT)**

The MSc field in Couple and Family Therapy (MSc-CFT) is an intensive 2-year master’s degree program in theory, practice, and research, fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Couple and Family Therapy (AAMFT) and recognized by the College of Registered Psychotherapists of Ontario (CRPO). The degree is designed to produce skilled therapists by integrating contemporary theory and research with systemic approaches to the understanding and treatment of families. In addition to coursework and training in research, the CFT emphasis provides, through a series of practica, intensive training and supervision in clinical practice with couples, families, and individuals.

**MSc-CFT Required Core Courses**

For all students in the Couple and Family Therapy Program, required courses are found in the [Graduate Calendar](#). Also see [Typical Course of Study for CFT](#).

**MSc-CFT Restricted Elective Courses**

All students in MSc-CFT take one additional restricted elective in FRHD – the course must have a developmental focus.

**MSc-CFT Thesis Option**

Students in the CFT emphasis who are committed to a research career and/or pursuing a doctoral degree have the option of completing the degree by writing a thesis.

The procedures governing the MSc-CFT Master’s thesis are the same as those governing other MSc degrees and are found on the department website: [Thesis & Defense Guidelines](#).

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 [Graduate Studies](#).
MSc-CFT Major Research Paper Option
* Enrol in the 1.0-credit course, FRAN*6350, in the 3rd and 4th semester
The Major Research paper is an option open only to Master's students within Couple and Family Therapy. It should be understood by all students that this option may limit entrance into some doctoral level degree programs that typically require a formal thesis at the Master's level.

Procedural Steps for the Major Research Paper (MRP)

The Proposal
*Due by the end of semester 3

The student submits to their Advisor and Committee Member the following written materials as part of a Major Research Paper proposal, and has proposal approved:
(a) a paragraph that identifies the clinical topic
(b) a one-paragraph rationale for this topic
(c) an initial list of 10 or more articles or chapters to begin their review
(d) a proposed schedule for completing the paper with dates specified

The Final Draft and Major Research Review Paper
The final version of the Major Research Review Paper is to be completed and handed to the committee by December 15th, fourth semester.

For full details on the guidelines and schedule of dates for the Major Research Paper, see the link in the Calendar of Major Events.
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 gerontology
- Parent-child and family relations
- Human sexuality
- Qualitative and quantitative research methods
- Program evaluation
- Intervention
- Creative research practices (e.g., arts-based approaches)
- Couple and family therapy (MSc)

Each student's program is determined by his/her area of research and by his/her 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 Family Relations and Human Development

FRHD-MSc Required Core Courses
For all students in the Family Relations and Human Development MSc Program, required courses are found in the Graduate Calendar. Also see Typical Course of Study MSc FRHD.
FRHD-MSc Additional Elective Courses

Students in the MSc-FRHD are required to take a minimum of three (1.5 credits) elective courses. Additional electives are taken when warranted by a student's program of study. **Applied/Professional Courses in FRHD.**

Students in FRHD who are interested in developing professional and applied skills are directed to one or more of the following courses (subject to their availability):

- Program Evaluation (FRAN*6210)
- Evidence-Based Practice & Knowledge Translation (FRAN*6221)
- Issues in Family Related Social Policy (FRAN*6270)

In addition, (depending on available space and fit with student’s program of study) the following is a partial list of courses that may be open to all graduate students in our department:

- FRAN*6120 Theories and Methods of Family Therapy I
- FRAN*6130 Theories and Methods of Family Therapy II
- FRAN*6140 Professional Issues
- FRAN*6080 Special Topics in Couple and Family Therapy
- FRAN*6180 Research Issues in Couple and Family Therapy (alternate even years)
- FRAN*6440 Applied Factor Analysis & Structural Equation Modeling
- MCS*6070 Intro to Structural Equation Modeling
- PSYC*6590 Social Community Intervention
- RPD*6390 Rural Social Planning

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 Thesis Guidelines**

All MSc students must complete a thesis. The procedures governing the MSc-FRHD master's thesis is the same as those governing other MSc degrees and are found on the department website: [Thesis & Defense Guidelines](#).

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 [Graduate Studies](#).
PhD in Family Relations and Human Development

PhD-FRHD Required Core Courses
The PhD is primarily a research degree, and thus, course work commonly comprises a smaller proportion of the total program than is the case in the master's program. For all students in the PhD Program in Family Relations and Human Development, required courses are found in the Graduate Calendar. Also see Typical Course of Study PhD FRHD.

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, and
2. The PhD theory course FRAN*6280 Theorizing in Family Relations and Human Development (usually offered in alternate years).
3. FRAN*6440 Applied Factor Analysis & Structural Equation Modelling (usually offered in alternate years). **NOTE:** MCS*6070 Intro to Structural Equation Modeling is a substitute for this requirement.

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 a graduate level statistics, quantitative and/or qualitative research methods course can request an exemption. Please contact the Graduate Coordinator for more information. You may be required to provide the completed course outlines for verification.

PhD-FRHD Additional Elective Courses
Most students take additional elective graduate courses related to their program of study. The student’s selection of elective courses is primarily determined by research specialization.

PhD-FRHD Qualifying Exam and Specialization Paper
Please see Appendix J

PhD-FRHD Thesis Guidelines
All PhD students must complete a thesis. The procedures governing the PhD-FRHD doctoral thesis are the same as those governing other doctoral degrees and are found on the department website: Thesis & Defense Guidelines.

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 Graduate Studies.
NOTES
APPENDICES
APPENDIX A: Graduate Calendar: Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students and Graduate Student-Advisor Mediation Procedures

2017-2018 Graduate Calendar

III. General Information

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 an 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 Faculty of Graduate 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 endeavor, 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.

![Flowchart Image]
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 anyone 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.

* Allegations 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 laws and University policies including but not limited to:

- 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.

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 by 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: Thesis and Defence Guidelines
MSc Students

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 Form needs to be submitted to the Graduate Program Assistant by the middle of the 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 or time limitations, expenses and availability of participants. The proposal may need several drafts to clarify the scope or to improve the writing.
- Students will 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 the majority of 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 recommended 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 (hard-copy or soft-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, eg, 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. (2017/2018 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 normally 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 associated graduate faculty or 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 (including the chair) 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
- Two or more examiners feel that the student has produced an acceptable thesis, but the oral examination was not satisfactory. The examination committee can request that another oral exam be set.
- Two or more examiners feel that the student’s performance on the oral exam was acceptable, but that the thesis has major problems. The student may pass his/her oral defence but the paperwork is held back until a new draft of the thesis is produced that is acceptable to the examiners.

**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](http://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 [ryans@mtprint.com](mailto:ryans@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: Thesis and Defence Guidelines
PhD Students

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 Form needs to be submitted to the Graduate Program Assistant by the middle of the 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 by the end of the 5th semester (AHN) and the end of the 6th semester (FRHD). For PhD AHN students who have transferred from the MSc program, the proposal is to be completed by the end of the 6th semester.
- As part of the approval process, the Advisory Committee considers the feasibility of the study in terms or time limitations, expenses and availability of participants. The proposal may need several drafts to clarify the scope or to improve the writing.
- Students will 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 dearance of all research involving human subjects from the University of Guelph’s Research Ethics Board.

Sanctions and Expectations
- It is expected that the majority of 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

d) 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.

e) 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.

f) 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

g) 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:

h) 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)

i) **Discussion** – overall discussion of the project as a whole

j) **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.

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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 (hard-copy or soft-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 schedule defence date.

It should be noted that the candidate may request the examination even though the Advisory Committee considers that they 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
For PhD Defences, the Department Chair and Graduate Coordinator will rotate chairing defences.

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, eg, 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. (2017/2018 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
- Two or more examiners feel that the student has produced an acceptable thesis, but the oral examination was not satisfactory. The examination committee can request that another oral exam be set.
- Two or more examiners feel that the student’s performance on the oral exam was acceptable, but that the thesis has major problems. The student may pass his/her oral defence but the paperwork is held back until a new draft of the thesis is produced that is acceptable to the examiners.

**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:
3) 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.

4) 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 ryans@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 D: MSc. AHN Typical Course of Study
(for students with an Applied Human Nutrition undergraduate degree*)

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

Semester 1 (Fall)
• FRAN*6000 Research Methods
• FRAN*6010 Applied Statistics
• FRAN*6550 Research Seminar (Attend only, register in semester 5)

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program. However, registration for Research Seminar occurs only once for credit. MSc students register in their 5th semester.

Semester 2 (Winter)
• FRAN*6020 Qualitative Methods
• FRAN*6550 Research Seminar (Attend and present Thesis Proposal)

Semester 3 (Spring)
• UNIV*7500 Research/Writing (only register for this when taking no other courses)
• Complete thesis proposal with approval from thesis advisory committee

Semester 4 (Fall)
• FRAN*6550 Research Seminar (Attend only, register in semester 5)
• Data Collection

Semester 5 (Winter)
• FRAN*6550 Research Seminar (Register and present preliminary results)
• Data Analysis

Semester 6 (Spring)
• UNIV*7500 Research/Writing (only register for this when taking no other real courses)
• Write and defend thesis

Suggested Elective Courses for AHN Students
In consultation with their Advisory Committee, MSc students must also take one additional elective course. This course should be negotiated with the advisory committee early on in the program. Please refer to WebAdvisor and/or the Graduate Secretary regarding course availability.

• FRAN*6210 Program Evaluation
• FRAN*6221 Evidence-Based Practice & Knowledge Translation
• FRAN*6270 Issues in Family Related Social Policy
• FRAN*6440 Applied Factor Analysis & SEM
• FRAN*6510 Nutrition in the Community
• FRAN*6610 Advances in Clinical Nutrition/Assessment I
• HBNS*6700 Nutrition, Exercise and Metabolism

* 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 conjunction with the student’s Advisory Committee.
APPENDIX E: PhD AHN Typical Course of Study
(for students with an Applied Human Nutrition MSc and/or undergraduate degrees*)

The plan below is not official and may be subject to change. See the Graduate Calendar for degree requirements and course descriptions.

Semester 1 (Fall)
• FRAN*6550 Research Seminar (Attend only, register in semester 7)

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program. However, registration occurs only once for credit. PhD typically students register in their 7th semester.

Semester 2 (Winter)
• FRAN*6550 Research Seminar (Attend only, register in semester 7)
• Submit program plan, advisory committee membership

Semester 3 (Spring)
• Work on thesis proposal

Semester 4 (Fall)
• FRAN*6550 Research Seminar – Attend and present thesis proposal in large group seminar
• Complete thesis proposal with approval from Advisory Committee

Semester 5 (Winter)
• FRAN*6550 Research Seminar (Attend only, register in semester 7)
• Comprehensive Examination (Submit QE Committee form min. 8 weeks prior)

NOTE: Students do not register for UNIV*7000 (Doctoral Qualifying Examination). The Office of Graduate & Postdoctoral Studies will add the course to the student’s record once the result of the QE has been reported to them by the department.

Semester 6 (Spring)
• Data Collection
• UNIV*7500 Research/Writing (only register for this when taking no other real courses)

Semester 7 (Fall)
• FRAN*6550 Research Seminar (Register)
• Data Collection/Analysis

PhD students in Applied Human Nutrition are required to take a minimum of 1.75 graduate credits, including:
• FRAN*6550 [0.25] Research Seminar
• THREE additional graduate courses [0.5 each] chosen in consultation with the student’s advisory committee such as but not limited to:
  o FRAN*6440 (Applied Factor Analysis and Structural Equation Modelling)
  o FRAN*6610 (Advances in Clinical Nutrition/ Assessment I)
  o FRAN*6510 (Nutrition in the Community)
  o and/or other graduate elective courses, and which may be taken within Family Relations and Applied Nutrition or in other academic units of the university.

Note: Students who do not have a Master’s degree awarded by the Dept Family Relations and Applied Nutrition or from another comparable program, will be required to take the relevant methods courses 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 those undergraduate and/or graduate courses necessary to meet foundational knowledge in applied human nutrition. In addition, students must complete a research thesis.
APPENDIX F: 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.

Semester 1 (Fall)
- FRAN*6610 Advances in Clinical/Nutritional Assessment
- FRAN*6710 Practicum in Applied Human Nutrition I
- FRAN*6750 Final Project in Applied Human Nutrition

Semester 2 (Winter)
- FRAN*6510 Nutrition in the Community
- FRAN*6720 Practicum in Applied Human Nutrition II
- FRAN*6740 Foodservice Management in Healthcare
- FRAN*6750 Final Project in Applied Human Nutrition

Semester 3 (Spring)
- FRAN*6730 Practicum in Applied Human Nutrition III
- FRAN*6750 Final Project in Applied Human Nutrition
APPENDIX G: MSc. CFT 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.

Semester 1 (Fall)
• Elective course
• FRAN*6000 Research Methods (QUANTITATIVE THESIS STUDENTS ONLY)
• FRAN*6010 Applied Statistical Analysis (QUANTITATIVE THESIS STUDENTS ONLY)
• FRAN*6080 Special Topics in Couple and Family Therapy (attend only, register in semester 5)
• FRAN*6140 Professional Issues (attend only, register in semester 5)
• FRAN*6160 Introduction to Systemic Practice in Couple & Family Therapy
• FRAN*6180 Research Issues in Couple/Family Therapy (odd years) OR FRAN*6130 Theories & Methods of Family Therapy II (even years)
• FRAN*6330 Research Seminar (THESIS STUDENTS ONLY)

*Students are required to take one elective during the program, typically in the Fall Semester (I or IV) the area of human or lifespan development. This restricted elective must be approved by the advisory committee.

**NOTE:** For thesis students, attendance at FRAN*6330 Research Seminar occurs every fall and winter semester of your graduate program. However, registration occurs only once for credit. MSc thesis students register in their 5th semester.

**NOTE:** FRAN*6080 and FRAN*6140 require students to attend 3 seminar/classes each fall and winter semester of the two year course of study. Students are required to complete all course requirements over the four semesters. Registration for credit occurs in the 5th semester.

Semester 2 (Winter)
• FRAN*6080 Special Topics in Couple and Family Therapy (attend only, register in semester 5)
• FRAN*6120 Theories and Methods of Family Therapy I (even years)
• FRAN*6140 Professional Issues (attend only, register in semester 5)
• FRAN*6100-Ill Clinical Issues in Couple and Family Therapy (even years) OR FRAN*6100-I (odd years)
• FRAN*6090-I Practicum in Family Therapy -- The Practicum (in every semester) usually includes 3-4 hrs group supervision and 3-4 hours paired supervision each week, plus gradually taking on 8 - 9 hrs/wk of direct client contact. This level of client contact continues each semester until late-March of the second year.
• FRAN*6020 Qualitative Methods (QUALITATIVE THESIS STUDENTS ONLY)
• FRAN*6330 Research Seminar (THESIS STUDENTS ONLY)
Semester 3 (Spring)
- FRAN*6070 Sexual Issues & Clinical Interventions Across the Lifespan
- FRAN*6100-IV Clinical Issues in Couple and Family Therapy (even years) OR FRAN*6100II (odd years)
- FRAN*6090-II Practicum in Family Therapy
- FRAN*6350 Major Paper (Non-thesis students)
- Thesis Students – write/submit thesis proposal; approval by committee by end of semester

Semester 4 (Fall)
- FRAN*6080 Special Topics in Couple and Family Therapy (attend only, register in semester 5)
- FRAN*6140 Professional Issues (attend only, register in semester 5)
- FRAN*6130 Theories & Methods of Family Therapy II (even years) OR FRAN*6180 Research Issues in Couple/Family Therapy (odd years)
- FRAN*6090-III Practicum in Family Therapy
- FRAN*6330 Research Seminar (THESIS STUDENTS ONLY - Attend only, register in semester 5)

Semester 5 (Winter)
- FRAN*6080 Special Topics in Couple and Family Therapy (Register for this course in this term)
- FRAN*6120 Theories and Methods of Family Therapy I (even years)
- FRAN*6140 Professional Issues (Register for this course in this term)
- FRAN*6100-I Clinical Issues in Couple and Family Therapy (odd years) OR FRAN*6100-II (even years)
- FRAN*6090-IV Practicum in Family Therapy
- FRAN*6330 Research Seminar (THESIS STUDENTS ONLY - Register in this term)

Semester 6 (Spring)
- FRAN*6095 Externship in Couple & Family Therapy (In a community agency for the equivalent of 3 days/week)
- FRAN*6100-IV Clinical Issues in Couple and Family Therapy (even years) OR FRAN 6100-II (odd years)
APPENDIX H: 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.

Semester 1 (Fall)
- FRAN*6000 Research Methods
- FRAN*6010 Applied Statistics
- FRAN*6330 Research Seminar (Attend only, register in semester 5)
- FRAN*6350 Interdisciplinary Perspectives in Family Relations and Human Development

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program. However, registration for Research Seminar occurs only once for credit. MSc students register in their 5th semester.

Semester 2 (Winter)
- FRAN*6020 Qualitative Methods
- FRAN*6330 Research Seminar (Attend only, register in semester 5)
- 1 or 2 Electives*
- Write proposal

Semester 3 (Spring)
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Submit proposal

Semester 4 (Fall)
- FRAN*6330 Research Seminar (Attend only, register in semester 5)
- 1 Elective*
- Collect data

Semester 5 (Winter)
- FRAN*6330 Research Seminar (Register and Present)
- 1 Elective*
- Analyze data
- Write thesis

Semester 6 (Spring)
- UNIV*7500 Research/Writing (only register for this when taking no other courses)
- Complete thesis
- Oral defense

Elective are to be determined in consultation with the student’s advisory committee. As per the Graduate Calendar, students are required to take a minimum of three (3) additional
elective graduate courses (1.5 credits) related to their program of study and complete a research thesis.
APPENDIX I: 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.

Semester 1 (Fall)
- FRAN*6000 Research Methods
- FRAN*6010 Applied Statistics
- FRAN*6330 Research Seminar (Attend only, register in semester 7)
- FRAN*6340 Interdisciplinary Perspectives in Family Relations and Human Development
- Plan timelines, committee members and topic for Qualifying Examination (QE)

NOTE: Attendance at Research Seminar occurs every fall and winter semester of your graduate program. However, registration for Research Seminar occurs only once for credit. PhD students typically register in their 7th semester.

Semester 2 (Winter)
- FRAN*6020 Qualitative Methods
- FRAN*6440 Applied Factor Analysis & Structural Equation Modelling (in first available semester; alternate year offering; may be substituted with MCS*6070 Introduction to Structural Equation Modeling)
- FRAN*6330 Research Seminar (Attend only, register in semester 7)
- Read for proposal for Specialization Paper
- Submit program plan, advisory committee membership and QE committee form.

Semester 3 (Spring)
- FRAN*6280 Theorizing in Family Relations and Human Development (in first available semester)
- UNIV*7500 Research/Writing (only register for this when taking no other real courses)
- Write Specialization Paper proposal

NOTE: FRAN*6280 may or may not be taken before the Specialization Paper/Qualifying Examination.

Semester 4 (Fall)
- FRAN*6330 Research Seminar (Attend only, register in semester 7)
- Write Specialization Paper

Semester 5 (Winter)
- FRAN*6330 Research Seminar (Attend and present thesis proposal and preliminary findings)
- Write and complete Specialization Paper
• Qualifying Examination (Scheduled)
• Research and write proposal

**NOTE:** Students do not register for UNIV*7000 (Doctoral Qualifying Examination). The Office of Graduate & Postdoctoral Studies will add the course to the student’s record once the result of the QE has been reported to them by the department.

**Semester 6 (Spring)**
• Thesis research
• Write proposal

**Semesters 7, 8, 9**
• UNIV*7500 Research/Writing (only register for this when taking no other courses)
• Thesis research and writing

Elective courses are to be determined in consultation with the student’s advisory committee.
APPENDIX J: Department of Family Relations and Applied Nutrition
Qualifying Examination 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.

This examination 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 purpose of the qualifying examination is to ensure that the student has attained sufficient breadth and depth of knowledge. Upon successful completion of the exam, the doctoral student officially becomes a ‘doctoral candidate’.

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 Coordinator. Due to the different processes within AHN and FRHD, different due dates for this form occur. For FRHD students this due date is the end of the second semester and for AHN students it is due a minimum of 8 weeks prior to the anticipated exam date. The Examination Committee consists of 5 members:

1. Two members of the thesis 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. This individual is determined by the Chair of the Department in consultation with the Graduate Coordinator and normally alternates between the Department Chair or their designate, and the Graduate Coordinator, except when the thesis advisor is the Chair or Grad 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.

This committee conducts the examination and reports its findings and recommendations in writing to the Graduate Coordinator who reports the Committee’s recommendation to the Department Chair, the Dean of Graduate Studies, and the student.

Schedule
If not accomplished during Semester 4, the SP and Qualifying Examination are completed in Semester 5. Whether the student has completed the paper or not, the Qualifying Examination must be held by the end of Semester 5 (May). A decision of FAIL will be the normal outcome if the SP is not submitted in time for the Qualifying Exam, and a second exam will normally be scheduled, at the discretion of the Examining Committee.

In accordance with 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 presented their thesis proposals to the large group in Research Seminar (see Schedule of Major Events).
NOTE: Students do not register for UNIV*7000 (Doctoral Qualifying Examination). Rather, Graduate Program Services adds the course to the student’s record once the QE result has been reported to them by the department on the Report of Qualifying Examination form.

Components of the Qualifying Examination (QE)

1) Written Component
The written component will consist of a paper of no more than 50 pages, excluding references, using a 12 Times New Roman font, 2.0 line spacing, 1” margins, and the most recent APA referencing style. A different written product is produced for the two areas of the department.

For FRHD students a Specialization Paper (SP) is written. Please see the detailed instructions below to produce a cohesive and sound document. Activities are suggested by semester to ensure progress and timely completion.

In AHN, the student is given four questions, one written by each member of the QE committee and finalized by the committee as a whole (under the direction of the QE chair) prior to release to the student. The purpose of the written component is to demonstrate the student’s ability to integrate knowledge with critical appraisal of original literature, on selected topics in AHN. The topics will reflect the student’s: 1) coursework; 2) area of research; and, 3) stated interests. The student will be given four weeks to prepare the responses to these questions, with full access to all library facilities. The student should feel free to consult with members of the Qualifying Examination Committee during the course of writing the paper for clarification of the examination question(s), access to reference materials, etc. Once completed, the written component is submitted in hard copy by the student to the QE committee.

2) Oral Component
The qualifying examination is completed within two weeks of submission of the written component to the examination committee. The oral component of the QE involves a defense of the written component. This is a closed session, only including the student and members of the QE committee. This defense typically occurs for 1.5 – 2 hours. See note below re: Scheduling of the oral component.

In the closed session, FRHD students will give an oral presentation based on the content of the Specialization Paper. This 15-20 minute presentation provides an opportunity for the student to present further thoughts or reflections on the Specialization Paper.

The defense of the written component involves the examination committee asking questions of the student (e.g., average of 15-25 minutes per examiner). Questions focus on the theory or substantive area covered by the written component. The committee may ask questions of the student outside of this document to obtain further information on research potential (e.g., questions about additional research projects the student has been involved with, etc.).

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.
### 3) Supplementary Information Evaluated by the QE Committee

<table>
<thead>
<tr>
<th>Skill/Activity</th>
<th>Description</th>
<th>Evidence Required</th>
<th>Responsibility &amp; Timeline</th>
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</table>
| Oral communication                          | Performance in course presentations, research presentations                  | AHN 1. Presentation of thesis proposal in large group seminar before QE 2. Defense of written component of QE  
Optional: Advisory committee & Course instructors’ evaluations of oral communication  | Student  
Advisor  
Solicited by Chair of QE |
| Written communication                       | Demonstrates critical thinking and integration of material                    | FRHD 1. Specialization Paper  
Optional: Advisory committee & Course instructors’ evaluations of written communication  | Student - 2 weeks prior to sitting of QE  
Advisor  
Solicited by Chair of QE |
| Student’s Assessment of Research Potential  | Provides examples of expected competencies being met, highlights academic accomplishments, outlines future plans | 1. Cover letter  
2. Student’s CV  
3. Unofficial transcripts  
4. PhD Semester Progress Reports | All the responsibility of the student - submitted with written component of exam two weeks prior to QE |
| Demonstrated research potential             | Concrete examples of independence in research                                  | One of the following must be complete by QE: thesis proposal, funding proposal, published manuscript  
Optional: Conference presentations, publications, scholarships, proposals  | Student |
| Advisory committee assessment of research potential | Provides context, description of student’s research activity from their perspective | 1. 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 GRA/GSA and other areas of skill development  
2. Copies of semester evaluation reports | Advisor – Provided 2 weeks prior to QE  
Chair of QE |
Outcome of Qualifying Examination
The task of the Qualifying Examination Committee is to arrive at a recommendation to the Office of Graduate & Postdoctoral Studies and the candidate. The recommendation may take the form of: (a) approval for admission (e.g., pass), or (b) disapproval (e.g., fail). If the student fails the QE, s/he may be given the opportunity by the Examining Committee to be re-examined within one semester. Failure of the second attempt at the QE results in a recommendation to the Board of Graduate Studies that the student be required to withdraw.

The student has passed the qualifying examination if there is no more than one ‘unsatisfactory’ vote among the examiners. An abstention is regarded as a negative vote. The Chair of the Qualifying Examination 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.

Roles and Responsibilities
Faculty Advisor: The role of the advisor will vary depending on the stage of the qualifying examination process. Particularly important are the advisor’s responsibilities to explain and plan for the qualifying examination at the beginning of the doctoral student’s program, determine and solicit QE members (excepting the chair), and to schedule regular meetings and monitor the student’s progress. In the case of the specialization paper (FRHD), the advisor typically writes the first draft of the advisory committee letter evaluating the student’s research potential and will submit this to the chair of the QE after additions have been made by advisory committee members and the letter has been signed by all advisory committee members.

In FRHD, the Faculty Advisor also chairs the meeting at which the SP proposal is presented and submits the approved timeline and Approval of PhD Specialization Paper Proposal form to the Graduate Coordinator by the mid-point of the fourth semester. The student’s progress on the SP should be reported on the Evaluation Report at the end of each semester. At the end of the fourth semester, poor progress should result in an evaluation of “Some Concerns”. When the student is nearing completion of the SP, the advisor will identify potential dates for the QE in consultation with the Department Chair and Graduate Coordinator.

Advisory Committee Member: The advisory committee member who is not part of the QE examination provides input to the written evaluation of the student’s research potential which takes the form of a letter written by the advisory committee to the chair of the qualifying exam committee. Contact to assist the student with conceptualizing or completing the written component of the exam is not permitted.

Qualifying Examination Committee Members: The examination committee members external to the advisory committee do not meet regularly with the student. Their role in an FRHD examination is to approve the scope of the SP during one or more initial meetings or when major changes in scope are proposed by the student and advisor. They also read and evaluate the SP, and participate in the Qualifying Examination. Their role in an AHN examination is to write a question for completion by the student, and liaise with the examination committee to ensure minimal overlap and sufficient breadth in
the four questions written for the exam. As necessary they may meet with the student to clarify the question or provide access to resources unavailable at the library.

**Chair of the Qualifying Examination:** The role of the chair is to ensure proper procedures are carried out. Specific roles include:

1. Scheduling, booking of examination room and equipment, and chairing the Qualifying Examination. In the event of lack of submission on the student’s part, the Chair of the QE schedules the QE **before the end of the fifth semester**, in accordance with the university regulations.

2. Accumulating all documents for the Qualifying Examination from those responsible for their completion; providing access to these documents to the members of the QE

3. Providing written feedback to the student following the examination.

4. Communicating the decision of the committee to the Office of Graduate Studies (OGS); ensuring signatures of QE members are provided on the **Report on Qualifying Examination Form** and that this is submitted to the graduate secretary.

**Note: Scheduling of the Oral Component**
The date of the oral component is negotiated between the student and the advisory committee. Students are encouraged to anticipate scheduling issues and may find it helpful to connect with the committee as they near completion of the written component and in advance of the anticipated completion date. From an administrative perspective, the room booking of the oral defense is coordinated through the FRAN Graduate Program Assistant, typically informed by the advisor.

**Tips for Students to Consider During the Qualifying Exam Process**
- Remember that completing the Specialization Paper and 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 the Specialization Paper, 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.
PhD FRHD: Overview of the Specialization Paper

Expected Competencies to be Achieved:
The Specialization Paper is designed to achieve the following competencies:
• Ability to use, describe and evaluate theory;
• Specialization in an area of research literature that will serve as a broad basis for the doctoral thesis proposal. (However, “specialization” should not be so close to the thesis proposal that it either results in the thesis research questions or reproduces the thesis literature review.);
• Ability to demonstrate independent writing;
• Ability to construct a logical argument, and to see flaws in other arguments;
• Ability to articulate and consult, to develop a question for the Specialization Paper in conjunction with the advisory committee; and
• Ability to construct a well-written paper, using the most recent APA style of referencing.

Description and Content
The Specialization Paper involves the identification and application of a set of theoretical ideas to a substantive area of research related to the student’s general dissertation interests. The theoretical ideas should be related to the proposed dissertation topic but have a broader theoretical orientation than the thesis. The primary purpose of the paper is for the student to develop competency in using theory. This involves demonstrating an understanding of underlying theoretical premises and key concepts, an ability to apply theoretical concepts to the chosen substantive area, and an ability to critique the theory and articulate possibilities for its future development. Students will be evaluated according to their ability to organize and conceptualize a problem, engage in a critical theorizing process, and communicate the results in writing and in an oral presentation and defense. The goal is not to integrate different theories, although integration may be possible to some extent.

Components of the Specialization Paper:
1. A statement of the general problem area to be analyzed;
2. An introduction and overview of the theoretical conceptualizations, including key assumptions, epistemological considerations, and key concepts underlying the literature being reviewed;
3. Consideration of the role of theoretical conceptualizations in the formation of research questions;
4. Critical reflection on the strengths and limitations of the selected theoretical ideas in relation to the chosen topic; and,
5. A consideration of future directions for the theory that would move the research forward.

Detailed Timelines for the Specialization Paper

Semester 1
• Planning for the SP and the Qualifying Examination should begin early in the first semester of the doctoral program. Early discussions between the student and advisor should focus on clarifying the nature of the Qualifying Examination and SP procedure, expectations for study and advisor responsibilities and meetings, and outlining a timetable for completing the SP and qualifying examination.
• By the end of the first semester (December) the student should identify a broad research area and a set of theoretical ideas that will be the topic of the SP. Progress should be noted on the doctoral student’s Progress Report for semester one.

Semester 2
• During the second semester the student should read broadly in the research literature relevant to his/her future thesis proposal. Such readings generally incorporate suggestions by the student
and the advisor. Regular meetings between the advisor and student must be scheduled to
discuss the readings and shape the SP proposal. In addition, the advisory committee members
are selected.

The student-advisor relationship during this phase is collaborative and the student may also
seek input from advisory committee members.

- Towards the end of the second semester (March) the advisor, in collaboration with the student,
completes the Qualifying Examination Committee Appointment Form (excepting the chair) and
submits it to the graduate coordinator via the graduate secretary.

Semester 3

- The student submits to the Qualifying Examination committee a three page proposal for the SP
outlining the scope of the paper, including major sources and a representative but not exhaustive
reading list. The Qualifying Examination committee should subsequently meet with the student
to ensure general agreement on the scope of the paper. The committee may approve the plan
or provide constructive feedback to come to a speedy approval.

Semester 4

- During the fourth semester the student will carry out the major portion of the reading for the SP.
The student meets regularly with the advisor to discuss progress. However, the advisor may
not read or comment on written portions or drafts of the SP. The student should also take
the opportunity to discuss progress with other students who are in the writing stage of their SP.
The expectation regarding the advisor-student relationship during this period is for greater
independence in the student’s performance. That is, collaboration and mentorship are expected
to continue in discussions of readings and oral plans for organizing the paper.

- The Approval of PhD Specialization Paper Proposal form is completed and signed. Failure to
complete this by the end of the fourth semester will result in a ‘some concerns’ on the semester
evaluation.

- The paper must be submitted within 6 months of the approval of the proposal. Only medical or
compassionate grounds will be considered if the deadline is not met. Students may submit the
paper earlier.

Semester 5

- The student’s advisor identifies the near completion of the SP to the Department Chair and/or
Graduate Coordinator. The oral examination is set within 2 weeks of anticipated submission of
the written component.

- If not accomplished during Semester 4, the SP and Qualifying Examination are completed in
Semester 5. Whether the student has completed the paper or not, the Qualifying
Examination must be held by the end of Semester 5 (May). A decision of FAIL will be the
normal outcome if the SP is not submitted in time for the Qualifying Exam, and a second exam
will normally be scheduled, at the discretion of the Examining Committee.
APPENDIX K: FRAN Schedule of Major Events
MSc Students

Semester 1 (and every subsequent semester)

Academic Registration: course selection (WebAdvisor)

Financial Registration: separate, but required part of registering for each semester. Students may choose to pay their tuition via payroll deductions of their GTA/GSA/GRA (WebAdvisor)

Graduate Student Evaluation: the Graduate Student Evaluation 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 the Advisor’s responsibility to complete and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

Semester 2

Establish Advisory Committee: the Advisory Committee Appointment & Program Degree Form needs to be submitted to the Graduate Program Assistant by the 20th class day of semester 2. 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 any changes are made to the Advisory Committee or if there are program changes.

Research Seminar Presentation

Semester 3


Semester 4

Research Seminar Presentation

Semester 5

Apply to Graduate: Students must review Graduation Information and apply to graduate.

Semester 6

Thesis Defense: 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 will also forward the name of three possible defense chairs at this time, as well as names for a third faculty member to sit on the defence committee. **In total, there must be 4 faculty members present at the defence: chair, advisor, committee member and one additional faculty member.** Please see [Master’s Degree – Thesis Submission Schedule](#) for detailed information regarding Thesis Defence and submission of thesis.
APPENDIX L: FRAN Schedule of Major Events
PhD Students

Semester 1 (and every subsequent semester)
Academic Registration: course selection [WebAdvisor]

Financial Registration: separate, but required part of registering for each semester. Students may choose to pay their tuition via payroll deductions of their GTA/GSA/GRA [WebAdvisor]

Graduate Student Evaluation: the Graduate Student Evaluation 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 the Advisor’s responsibility to complete and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

Semester 2
Establish Advisory Committee: the Advisory Committee Appointment & Program Degree Form needs to be submitted to the Graduate Program Assistant by the 20th class day of semester 2. 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 any changes are made to the Advisory Committee or if there are program changes.

Establish the Qualifying Examination Committee (FRHD PhD students only) by the end of the 2nd semester. [Qualifying Examination Committee Appointment Form and PhD Qualifying Exam Information]

Semester 3
Specialization Paper Proposal: The Approval of FRHD-PhD Specialization Paper Proposal must be approved by the end of the 3rd semester. FRHD PhD students only.

Semester 5
Establish the Qualifying Examination Committee (PhD AHN students only) by the beginning of the 5th semester and a minimum of 8 weeks prior to the oral examination. [Qualifying Examination Committee Appointment Form and PhD Qualifying Exam Information]

**Qualifying Examination:** to be completed no later than the 5\textsuperscript{th} semester. (PhD Qualifying Exam Information)

Research Seminar Presentation

**Semester 6**

**Thesis Proposal:** The Thesis/Major Research Paper Proposal: Approval Form is due by the end of the 6\textsuperscript{th} semester for PhD FRHD students (see Thesis and Defense Guidelines)

**Semester 7**

Research Seminar Presentation

**Semester 8**

**Apply to Graduate:** Students must review Graduation Information and apply to graduate.

**Semester 9**

**Thesis Defense:** 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 will also forward the name of three or more possible external examiners at this time.

The Doctoral Final Examination Arrangements form must also be submitted to the Graduate Program Assistant at least 4 weeks before the scheduled examination date.

Please see Doctoral Degree – Thesis Submission Schedule for detailed information regarding Thesis Defence and submission of thesis.
APPENDIX M: FRAN Schedule of Major Events
MAN Students

Semester 1 (and every subsequent semester)

Academic Registration: course selection (WebAdvisor)

Financial Registration: separate, but required part of registering for each semester. Students may choose to pay their tuition via payroll deductions of their GTA/GSA/GRA (WebAdvisor)

Graduate Student Evaluation: the Graduate Student Evaluation 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 the Advisor’s responsibility to complete and submit to the Graduate Program Assistant no later than the first Friday of the following semester.

Semester 2

Establish Advisory Committee: the Advisory Committee Appointment & Program Degree Form needs to be submitted to the Graduate Program Assistant by the 20th class day of semester 2. 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 any changes are made to the Advisory Committee or if there are program changes.

Semester 3

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.

Business Presentations and Celebration