

# **Ethics and Public Affairs PhD Student Handbook**

**Carleton University**

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## **Introduction: Your Ethics and Public Affairs Handbook**

Welcome to the Ethics and Public Affairs Program! You are now part of an interdisciplinary doctoral degree specializing in the application of public reason to pressing current affairs and public issues. This handbook will be your guide to the program and help give you the tools to succeed. In order to do this the handbook will outline the program, cover rules and regulations, important timelines, and point you to the University resources to support you as you complete this project.

Carleton, and our program, occupy land that is the traditional, unceded territory of the Algonquin Anishnaabeg people. Living justly on settled land is a complex ongoing task. Let us all strive to understand and carry out our responsibilities for reconciliation.

### ***Status of Handbook information***

We aim to keep this handbook up to date. As a new program, we are changing to better meet student needs, so please check that you are working with the most recent procedure guidelines. This handbook was last updated June of 2020. It was prepared by EPAF PhD student Timmy Grainger, with feedback from other students and some light editing and updating by the Program Director.

## **General Contact Information and Web sites**

### ***Mailing address:***

Ethics and Public Affairs  
c/o Department of Philosophy  
Carleton University  
1125 Colonel By Drive  
Ottawa ON, K1S 5B6

### ***Important Websites***

Ethics & Public Affairs programs  
<http://www.carleton.ca/ethics>

Faculty of Graduate and Postdoctoral Affairs  
<https://gradstudents.carleton.ca/>

Graduate Calendar  
<http://calendar.carleton.ca/grad/>

CUPE 4600 (Teaching Assistants' Union)  
<http://www.cupe4600.ca/>

GSA (Graduate Students' Association)  
<http://>

## **Important People**

The Ethics and Public Affairs programs call for a great deal of student initiative, responsibility, and independent research. This does not, however, mean that you are alone in your research. During your stay at Carleton you will build connections with faculty, peers, and administrators to help in your research. Below are some of the key people who can assist you.

### ***Program Director***

The Program Director can help you in academic matters such as course selection, contacting potential supervisors, and navigating the program in general. In many instances they will also be responsible for reference letters supporting student funding throughout the program. If there are issues that your own supervisors cannot assist with, the Program Director is a good person to reach out to.

Jay Drydyk  
EPAF Program Director  
Professor of Philosophy  
3A64 Patterson Hall  
613-520-2600 x3824  
[jay.drydyk@carleton.ca](mailto:jay.drydyk@carleton.ca)

### *Graduate Administrator*

The Graduate Administrator can help you with the administrative side of the program, registration, TA matters, funding applications and the like. They will also be in charge of emailing students with information about department events, activities and funding deadlines. You can contact Sandy by email or visit her office at 3A35 Paterson Hall during work hours.

Sandy Kirkpatrick  
3A35 Paterson Hall  
Phone: (613) 520-2110  
Email: [sandra.kirkpatrick@carleton.ca](mailto:sandra.kirkpatrick@carleton.ca)

### *Supervisors*

As an interdisciplinary program, EPAF students will all have a supervisory committee with two co-supervisors and a third member. One of the co-supervisors will be responsible for the theory aspect of your project, usually drawn from the philosophy department. The other will be an expert on the policy aspects of your dissertation, generally drawn from the social sciences. Your supervisors will be key at almost every stage of your project, responsible for writing reference letters, overseeing the comprehensive area exam, dissertation proposal, and the dissertation itself. Below [\[link\]](#) are resources and recommendations for navigating this important relationship.

### *Peers*

We encourage you to get to know those around you and take advantage of the support of a smart active community. You will interact with your peers not only through course work and shared office space, but also at regular events organized by the program, such as the yearly student conference ([link](#)), visiting scholar week, and the series of workshops for academic and professional development. Being active and connected is key to both academic success and personal well being.

### *Offices*

EPAF is housed within the Carleton Philosophy Department on the 3A floor of Paterson Hall. Each student will be assigned space in shared student offices, a departmental mail box, and have access to the philosophy student lounge.

## Timeline

What follows is a general non-binding timeline of the program. See the Appendix, p. 44, for the visual snakes and ladders game version (with no snakes) of your time at EPAF.

### *Fall Year 1*

EPAF in your first year is centered around its mandatory core courses, 6000 in the fall and winter semesters, and 6100 and 6200 in fall and winter respectively.

### *Fall Year 1*

**EPAF 6000** is designed to allow students to explore their research area with faculty support. You will survey literature within the policy and theory relating to your project, take a first stab at formulating your research question, and present your findings to peers and professors.

**EPAF 6100, or Public Reason 1**, is a course in theoretical and applied political philosophy, exploring contemporary policy issues through the lenses of competing conceptions of public reason. There is a fair amount of flexibility in final projects, students are encouraged to gear this work towards their own research. This is a double weighted course, expect to read more than what a normal class would require.

### *Winter Year 1*

EPAF 6000 continues.

**EPAF 6200, or Public Reason 2**. This course takes all the content of PR 1 to be assumed, and looks at alternative approaches to public reason. Typically, where EPAF 6100 has examined national inequalities within justice perspectives, EPAF 6200 examines global issues within other perspectives, such as care ethics and relational feminism.

**Methods Course:** Most Students take their methods course in this semester, on methodology to support social science research. There are a variety of courses which can fill this role, and students are encouraged to pay close attention to which course will suit their research best. This decision will depend on the type of research you intend to pursue (qualitative/quantitative) and the area of social science that interests you. We recommend consulting with your supervisors and/or program director to find the class best suited to you.

**Policy Course:** You are required to take a course in social science or policy studies that relates to your research topic; ideally this will be a course with someone who can be your policy supervisor. This can be done either in the first or second year, the sooner the better.

### *Summer Year 1*

**Theory Exam:** The first comprehensive exam in EPAF. The theory exam covers the traditional political and ethical theory that you will be expected to know as a doctoral student. You will receive a reading list early in the summer semester of approximately fifteen hundred pages and will have until the fall to read and prepare. Mid summer the examination committee will present you with a list of possible questions that could be asked. You will have the content from this reading list as well as your 6100 and 6200 coursework to prepare for these questions.

### *Fall Year 2*

The actual exam will be held early in the Fall semester of year two. It is a week-long take-home exam in which you to answer three of the given questions (also chosen by the committee) in full paper form in a week. This is followed, usually within a week or two, by a meeting at which you can explain and elaborate on what you have written, in response to oral questions from the examination committee.

After taking a break to unwind from the Theory Exam and bask in the glory of your success, you should start the run up to the next hurdle, the Area Exam. This involves recruiting your supervisory committee, which will include two supervisors and a third member (see above). The goal of the Area Exam is to achieve a meeting of minds between you and them about (a) your precise research question and (b) the top 25 articles, chapters, or books that are relevant to your research on that question.

You can choose either of two formats for this exam. Format one is like the Theory Exam, a week-long take-home. Alternatively, in format two you can write (a) an annotated bibliography with two paragraphs on each item in your 25-item literature list, and then (b) a more analytical overview essay on main questions or themes that you find in that literature.

Generally, format two is recommended for its ability to give you the foundation to easily transition to a dissertation proposal. Format one is, however, useful if you wish to complete a survey of a section of literature that you might be less familiar with.



**PIPR:** Every year EPAF hosts a graduate conference in the fall semester. While EPAF students are always encouraged to present papers, it is especially useful for second year students to take the time to present their research. Presenting at this conference will allow you to polish work created during your courses and give you a paper you can take to other conferences. Between the first and second comprehensive exams is a good time to present at various conferences to get a feel for how your research will be received by peers in your field.

Beginning in second year, you will be asked to fill in a report on your progress in each term, along with your plans for the term to come. One of your co-supervisors will have to sign off. There are no penalties for not doing what you said in the previous term's report; this is just an informal exercise in planning and accountability. This reporting will soon be done online, so you can probably ignore the form included on page 34 in the appendix of this handbook.

### *Winter Year 2*

**Area Exam:** During this semester you will develop, and with luck, complete your area exam. Some students take longer, yet if you have been maintaining a bibliography of relevant work for your project the area exam should be relatively pain free. This project will cover the policy literature relating to your project and those theoretical pieces central to your research not covered in the theory exam.

**Practicum:** The program is very flexible about when you complete your practicum. Most students wait until their third year when they made contacts in the fields they are studying to find workplace placements, yet some start as early as second year. You have to take opportunities when they arise, and the program allows the flexibility to do so. Most students find their own placements, but you can also ask the Program Director for help.

### *Summer Year 2*

This time is largely student self directed, Students often take this time to travel, attend conferences, and prepare for the dissertation proposal.

The official guide to preparing the dissertation proposal can be found on page 39.

The area exam is designed to allow for an easy transition to dissertation proposal. Expect to have a back and forth with your supervisors with multiple drafts of your dissertation proposal before moving forward with a defence.

### *Fall Year 3*

The beginning of the third year of study is usually finalizing your dissertation proposal and preparing for your proposal defense. Usually at this stage of the PhD students will be completed almost all of the requirements of the program besides the proposal and thesis itself.

### *Winter Year 3*

Ideally you will now be a PhD Candidate and working on physically writing your dissertation. Students will be encouraged to attend the regular Workshop events but will in general be able to structure their time as they wish.

Students who are on track to complete their project on time will have the opportunity to apply to teach. Article 17 (link) allows EPAF graduate students to have priority in applying for open contract positions. Due to the amount of work associated with teaching a course for the first time only students who are confident in their timeline are encouraged to take this opportunity

### *Summer Year 3*

You must be registered in EPAF 6909 PhD Thesis from here until you have finished. Yet what that means for your time management is at this point up to you.

### *Year 4*

Get. It. Done.

While many a PhD takes more than four years, be aware that funding and TAships are not guaranteed after your first four years are finished. If you expect to take more than four years be aware of your financial situation and communicate with your supervisors and administrators clearly and early.

## **The Dissertation**

The main event, the whole point of this thing. The dissertation is a challenging multiyear process, wherein you create an original academic contribution. It begins with the proposal, the details of which you can find within the appendix. This proposal will outline the groundwork or the general framework your thesis is going to take. It is designed to show that you understand the essential components of the project and have a reasonable plan to carry it out. It is understood, however, that

this is just a starting point. Your project will change in some aspects as you work and learn and, as such, might only stay true to the core aspects of the proposal.

After defending your proposal, it is up to you to write the thing. While this can seem like an isolating process remember you are not alone. Not only will you have regular correspondence with your supervisory committee, but you can, and should, discuss your project with classmates and friends even in the very early stages where maybe even you don't know where the project is going to end up. Don't worry if your ideas don't start off as brilliant, it is the overall project, through enjoyable and perhaps sometimes tedious polishing, that matters. Maintaining a community of peers in this time will be central to your success.

Be realistic in your targets for getting things done. Remember, some chapters will take much more time than others to complete, getting your project done on time will require accounting for this. Most dissertations will be made up of approximately six chapters of about 25 to 30 pages, each of which will likely require some level revisions. Try to make sure that each chapter is clear in its purpose. While the project will have some overarching argument remember that each chapter should be its own unique segment and that you don't have to take on the whole project in each individual part. Moreover, you can work on multiple chapters at the same time. If you find yourself hitting writing blocks with one chapter you can simply jump to another for a time. The dissertation doesn't have to be done linearly, in fact likely things you find later on in the project will change things that you've written earlier.

Once your first round of revisions is completed expect to have revisions of your overall project to do after giving a preliminary draft to your committee. Remember you're having your committee read a full book, they are likely to find some issue with some of the things that you've written, maybe even things they missed in reading the chapters initially. Don't give up hope! You'll get through it. Keep your committee up to date with your progress regularly and communicate clearly with them about timelines and before you know it you'll find yourself defending.

### **Ph.D. Thesis Oral Defence**

The thesis oral defence is approximately three hours in length and will be chaired by the Dean of the Faculty of Graduate and Postdoctoral Affairs (or delegate). The Graduate Coordinator (or the designate) will also be present. In addition to your supervisor and other committee members, you will be examined by an Internal

Examiner (within the University but outside of Ethics and Public Affairs) and an External Examiner (expert in the field outside the University). It is the responsibility of your supervisor and committee to identify the Internal Examiner and the External Examiner and students are welcome to give input. Evaluation will be on a pass/fail basis.

Normally external examiners are present at the defence via a video link. All other examiners are expected to be present in person (COVID and the like permitting).

While any faculty member from within the University may attend the defence as an observer, this rarely occurs. The privilege of asking questions during the defence is limited to the designated examiners (external, internal, committee members, supervisor). Permission to pose questions may be granted to faculty members other than those on the examining board provided they have submitted a written request at least two days in advance. Observers such as other students may also attend the examination but cannot participate in anyway. Observers should inform the candidate of their intention to attend and this information must be forwarded to the Graduate Administrator at least 1 week prior to the defence date. It is very common to have family and friends present, with the chair's permission, to support you as you pass through this important occasion.

Your supervisor and committee will offer advice and support.

For more information, please see FGPA's Thesis Examination policy <http://gradstudents.carleton.ca/wpcontent/uploads/Thesis-Examination-Policy-Revised-February-2016.pdf>.

### **Career development.**

The EPAF PhD is a kind of program that is sometimes called 'PhD 2.0', meaning that it could lead to non-academic or academic careers – or possibly a hybrid of both. To help out on the professional side, the program is committed to linking each PhD student with a professional mentor to provide insight into where their skills might be in demand, how to approach that job market, and how they might make a difference, given the skills and knowledge that they have developed. This component of the program is being developed at the present time. To help out on the academic side, ask your supervisor for advice on presenting your research at conferences, publishing, and applying for post-docs and/or jobs.

## **Managing an Interdisciplinary PhD**

EPAF is an interdisciplinary degree which will ultimately give you a PhD in Ethics and Public Affairs. It is designed to combine ethical analysis with social science to allow students to build complex projects addressing a particular public issue of their choice. As a student entering this program it is very important to understand what exactly this means for your research.

The main body of course work, and the first comprehensive exam, focuses on ethical and political philosophy. Of course you can bring social science findings into a discussion with this work, but the theoretical foundation will come from western political philosophy.

This is important because the social sciences all have theoretical foundations underpinning their disciplines, not all of which are simply drawn from philosophy. It is the job of the EPAF student to clearly articulate how and why a public reason framework is the best tool to address your particular policy issue.

There are avenues to pursue social science research directly within the program. EPAF provides one core class, 6000, to explore your chosen policy topic in whatever matter seems fit to you. This class is largely self directed and will require you to be well versed in your chosen area of study. Here you will present your research interest to colleges and at least one professor. The required methods course and one other class external to EPAF make up the other interdisciplinary aspects of the course work.

The second comprehensive, the area exam, is designed to allow you to develop and demonstrate a thorough understanding of the research literature that is relevant to your topic.

It will be your responsibility to integrate policy and social science on your topic with applicable ethics and political philosophy. It is of utmost importance that you start doing this as early as you can, and get the support of your committee, as we want you to complete one, not two, PhDs during your time at Carleton.

## **Student-Supervisor Relationship**

The relationship you will build with your supervisors will affect nearly all aspects of your PhD project. As such it is important to establish regular and productive communication about goals, requirements, and deadlines.

Having been accepted by EPAF you will have listed potential supervisors during your application. The department will have reached out to these individuals to make sure there are people willing to supervise your project. If you are in contact with your potential supervisors excellent, now is the time to get them officially on board. If you are not, reach out to the graduate supervisor to enquire about who said they would be willing to supervise your project. You may ask the graduate supervisor to facilitate an introduction to get the ball moving.

### *Supervisor Responsibilities*

Your supervisors will be experts in your fields of study and will have the academic foundation necessary to ensure your project is original important research. To do this your supervisors will have various responsibilities, including but not limited to:

1. Be available to regularly provide feedback on your project.
2. Keep up to date with your academic progress.
3. Write reference letters
4. Facilitate the construction and defense of your area exam.
5. Reading drafts of your work and providing feedback in a timely manner.
6. Overseeing the completion and defense of your dissertation.
7. Generally being accessible for advice on academic matters.
8. To be aware of and abide by the university's policies on conflict of interest, sexual harassment, and research ethics.

### *Student Responsibilities*

Professors are busy people, and as such it is important to remember that it is your responsibility as a student to maintain your student-supervisor relationship. What follows are some of your responsibilities

1. Schedule regular meetings or correspondence with your supervisors.
2. Keep your supervisor informed on your academic progress.
3. Give ample notice when asking for reference letters, and direction for what you would like those letters to convey.
4. Arrange for your co-supervisors to meet and discuss your project before formal defenses.
5. Clearly inform your supervisors what you need from them (in relation to comprehensive exams and your dissertation) and agree on timelines for completion.

6. Work systematically and within timelines agreed upon by your committee.
7. Be well prepared for meetings with your supervisors.

A full description of the extended responsibilities of students and supervisors alike can be found below at the FGPA website:

<https://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-responsibilities-expectations-policy/>

### *Reaching out to Potential Supervisors*

Some students enter EPAF with supervisors already on signed on to their project, while others have a set project and are open to various supervision options. Some also change the nature of their projects during the early years of their project and, as such, change some of their supervisory committee. Whatever your situation you are likely to need to reach out to academics who may or may not have any familiarity with you or your project. Below is some advice on how to go about this with minimal stress.

#### *The Cold Call Email*

Asking for someone to supervise your project is a big deal. Carleton does not pay supervisors any more for their supervisory duties, and a supervising requires a lot of time and work. As such it is important to be clear and precise when reaching out potential supervisors.

An email to potential supervisor should:

1. Clearly state your research question. Keep it narrow and clear. Show that you are knowledgeable in your area of interest but do not engage in any significant argumentation.
2. Indicate how your research question relates to your potential supervisor's research interests.
3. Outline what responsibilities would be required for your supervision.
4. Briefly describe what EPAF is, should they not already know.

While all three are important, showing a clear link between your potential supervisors' work and your own is key. This will not only show how your work could benefit from their supervision but show how your project will support theirs.

Try to keep this brief, at most a short paragraph for each point above. You can (and should) attach your SSHRC and OGS applications to give more detailed descriptions of your project.

It is often better to ask for a meeting to discuss potential supervision rather than simply asking if they will supervise you. This will allow you both to engage in dialogue and make sure that this is the right fit.

Have back up plans! Be prepared for rejection! Some professors already have too many students, others still might be going on sabbatical or maternity/paternity leave in the middle of your PhD. Many students have multiple meetings before finding the right supervisor. Do not despair, you will find a supervisor for your project. Remember if turned down, its likely them, not you.

### *Find an Introduction*

An alternative to simply emailing a professor is asking for an introduction. One of your supervisors (should you have one already) or the Program Director may be willing to contact potential supervisors for you and facilitate an introduction. This can help if you are not already acquainted with the potential supervisor and can help ensure a response. You will still need to have the same information ready and written that you would need if you were emailing them.

### *General Tips for Finding Supervision*

When looking for supervision it is important to be visible. If you wish to be co-supervised by someone in the sociology department for example, attend sociology department talks and ask questions when you do, clearly stating your name and department. If your potential supervisors have seen you engaging in their field they will likely be more willing to take you on.

While we encourage students to lock in their supervision as soon as possible, if you are still doing your coursework taking elective(s) with your potential co-supervisors will give you a change to present your research in a close setting. (we recommend taking your elective(s) with your co-supervisors even if they have already agreed to supervise your project)

Network, make connections, and ask for advice. Often colleagues will have ideas of who might suite your project and have experiences that can help you make decisions.



## **Funding**

Upon acceptance of your offer of admission you will have a funding package guaranteed for a standard four-year term. This will usually be a combination of grants and TA-ships. Once accepted, these amounts are set and will not change. Be aware that this is only guaranteed for four years, if your program goes past this timeline funding will be worked out on a case to case basis.

There are, however, other funding resources available to you, both internal to the department, and external. Bellow is a non-exhaustive list.

### ***SSHRC & OGS***

Students are **highly encouraged** to apply to both SSHRC and OGS whenever eligible. Both are significant amounts of money, and some potential employers, and other funding sources, require a student to have received one or the other to be considered. Applications are submitted in the fall semester prior to the academic year they are given out.

The department regularly runs works shops for applying for these, as does the library; if it is your first time applying we encourage you to attend one or more of these.

Information on both can be found at their websites:

<http://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/index-eng.aspx>

<https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html>

## **Benefits**

Staying as healthy as you can while completing your PhD should be a priority. You have health benefits so you should use them! While this will be discussed more below in the section on university services it is important to note that, should you hold a TA position, you have **two** health plans, one through the GSA, and one through your union, CUPE 4600. You can and should use both to get nearly full coverage for some things. Details can be found bellow at their respective websites, and each will give you a separate Green Shield account through which you make claims (also linked below).

<https://gsacarleton.ca/benefits-and-making-a-claim/>

<https://www.cupe4600.ca/teaching-assistant-benefits>

<https://www.greenshield.ca/en-ca>

### ***Physical and Mental Health***

A PhD can be straining, mentally and physically. We encourage you to take proactive steps in caring for yourself during your stay at Carleton. An extensive list of resources available to you can be found below to help mitigate this. Remember you are paying for University resources so don't be shy to take advantage of them. For example, you are entitled to free counselling provided by the university where you can enjoy the benefits of having an impartial spectator listen to you and give advice. Carleton also has an extensive gym available to students to help you stay in shape with both equipment and programs. Carleton is an expansive institution with all sorts of programs, many of which you can find information about below.

### **University Resources**

#### Professional Associations

As a graduate student in Ethics and Public Affairs you are a member of a number of professional associations. These associations provide services and advocate for your interests to a number of different administrative bodies.

#### ***The Graduate Student Association (GSA)***

<http://gsacarleton.ca/>

The Graduate Student Association is your main source of representation, advocacy and support services on campus. The GSA represents the collective interests and the general welfare of the graduate students of Carleton University. Its primary goals are to establish and maintain a barrier free academic and social environment in which all students can thrive. It acts as a line of communication between the graduate student community and the administration. It also strives to support the professional development of its members in addition to their emotional and financial wellbeing. Finally, they are a centre of political, intellectual, and social contact for graduate students.

The Graduate Students' Association is governed by a Council made up of graduate student representatives from each Department. <http://gsacarleton.ca/council/>

Did you know?

- The GSA is Local 78 of the Canadian Federation of Students [www.cfs-fcee.ca](http://www.cfs-fcee.ca).
- The GSA administers your health plan <http://gsacarleton.ca/healthplan/>
- The GSA offers low cost printing and photocopying.
- The GSA can make you an International Student Card <http://gsacarleton.ca/isic-cards/>

### *The Faculty of Graduate and Postdoctoral Affairs*

This is the office that houses most of the graduate resources available to you outside of the EPAF Director and Administrator. Below is a link to the various policies of the FGPA as well as a list of forms that might be useful to you at your stay at Carleton with things like forms for changing your name, asking for a leave of absence, third party release, and many more.

<https://gradstudents.carleton.ca/forms-policies/#Graduate-Student-Policies>

### **CUPE 4600**

It is likely the case that you will be a Teaching Assistant for some period of time during your time in the Department. Local 4600 of the Canadian Union of Public Employees (CUPE 4600), represents all Teaching Assistants, internally-funded Research Assistants, and Contract Instructors at Carleton University.

CUPE 4600 Resources

Download a work log:

[http://media.wix.com/ugd/b510f3\\_d3f75a53cfab498da64eae468ee5f381.pdf](http://media.wix.com/ugd/b510f3_d3f75a53cfab498da64eae468ee5f381.pdf)

Your T.A Collective Agreement:

[http://carleton.ca/hr/wp-content/uploads/CUPE\\_4600\\_u1.pdf](http://carleton.ca/hr/wp-content/uploads/CUPE_4600_u1.pdf)

TA Benefits:

<http://www.cupe4600.ca/#!/teaching-assistant-benefits/tif9e>

## *Canadian Federation of Students (CFS) & CFS-ONTARIO*

In addition to your membership in the GSA you are also a member of the Canadian Federation of students [www.cfs-fcee.ca]. The main goal of the Canadian Federation of Students is to advocate for a system of postsecondary education, in Canada, that is accessible to all, which is of high quality, which is nationally planned, which recognizes the legitimacy of student representation, and the validity of student rights, and whose role in society is clearly recognized and appreciated.

The CFS operates at two levels, the provincial (CFS-ON) [cfsontario.ca] and federal (CFS national) [www.cfs-fcee.ca](http://www.cfs-fcee.ca).

### *Graduate Student Caucus*

Within CFS Ontario is a Graduate Student Caucus (OGC) whose main purpose is to promote the interests of its member graduate constituencies to the provincial government and all other external authorities whose jurisdiction affects graduate student affairs; and to act as a forum for the exchange of information and ideas between Ontario member associations. The OGC meets twice a year in conjunction with the Ontario Annual General Meeting and Ontario Semi-Annual General Meeting to discuss issues prevalent to graduate students. At this time, the Caucus collectively reviews matters that affect students on member locals' campuses, as well as campaigns and policies that may be implemented within the Canadian Federation of Students-Ontario.

<http://cfsontario.ca/about/structure/ontario-graduate-caucus/>

## **Wellness Information and Resources**

While graduate school can be intellectually stimulating and personally fulfilling, it is not without its struggles. Graduate school takes a lot of time, money, and effort. It is important to remember to practice selfcare in ways that feel good to you and fit into your everyday life. Below are some resources that promote mental, emotional, financial, and physical wellness. Also, if you find that something in the program just isn't working for you, you might want to talk to your supervisor, committee, or the Graduate Coordinator about the possibility of creating alternative plans that make graduate school more conducive to your lived experiences.

## *Mental, Emotional and Social Wellness*

### *Carleton Health and Counselling Services*

Full-time and part-time graduate students can access both medical and counselling services through Carleton University. The costs for these services are **included** in your tuition.

#### *a. Medical services*

The team of medical professionals at Carleton University include family physicians and registered nurses. These individuals provide outpatient medical services to all graduate students. Appointments for can be made for general health concerns. Walk-in-Clinic services are offered to individuals who need more immediate care.

<http://carleton.ca/health/medical-care/>

#### *b. Counselling Services*

Confidential and private counselling services are offered to current graduate students. Different services are available to students living off-campus, on-campus, and for international or exchange students.

<http://carleton.ca/health/counselling-services/>

#### *c. Crisis Support*

Health and Counselling Services also provides online information for crisis situations and support. Please see links below.

<http://carleton.ca/health/counselling-services/crisis-support/>

<http://carleton.ca/health/emergencies-and-crisis/>

#### *d. Health Promotion Services*

Health Promotion Services “...educate, promote and advocate for optimal student health and academic success by working in collaboration with students, faculty, services and community agencies, while providing opportunities for student engagement in individual and community health and wellness issues.” There are five health promotion teams: mental health; sexual health, drug and alcohol, healthy lifestyles, and leave the pack behind.

<http://carleton.ca/health/health-promotion-services-new/>

#### *Equity Services*

Equity Services “...supports Carleton University’s commitment to diversity as a source of human excellence, cultural enrichment and social strength.” Equity Services works to create a safe(r) work and academic environment that is free of discrimination, injustice, and violence. Equity Services promotes understanding, respect, peace, trust, openness and fairness. Equity services addresses some of the following important social justice issues: academic and employment accommodations, discrimination and harassment, gender neutral bathrooms, Aboriginal education, and many others. The work of Equity Services is attached to the Carleton University Human Rights Policies and Procedures that were implemented in 2001 and updated in 2010.

<https://carleton.ca/equity/>

<http://carleton.ca/equity/wp-content/uploads/human-rights-report-updated-2010-approved-Sept-29-final.pdf>

#### *Sexual Assault Support Services*

Sexual Assault Support Services are free, confidential, and available to all students, faculty, and staff at Carleton University. The Sexual Assault Support Services are located in **503 Robertson Hall**.

Some of the services offered include: short term counselling; safety planning; public education and training; information on sexual violence; peer support volunteers (mid-Sept to April); and many others.

<http://carleton.ca/equity/sexual-assault-support-services/>

<https://www.facebook.com/carletonsasc>

### *Womyn's Centre*

The Womyn's Centre is a safe(r) and inclusive space located on the third floor (Rm 308) of the University Centre. They offer free pregnancy tests, menstrual products, and condoms, as well as provide peer support. It is the only space on campus that has a room dedicated solely to woman-identified folks. This woman only space can be used for prayer, breastfeeding, napping, homework, and peer support. The Centre also houses the largest feminist library on campus.

<http://www.carletonspc.ca/womyns-centre-community-service/>

<https://www.facebook.com/cusawomynscentre/>

### *Gender and Sexuality Resource Centre (GSRC)*

The GSRC aims to provide a safe(r) space for students of all gender identities, gender expressions, and sexual orientations. They offer peer support and mentorship programs, free safer sex supplies, and referrals to community resources. They also provide information on topics such as healthy sexuality and sexual violence prevention. The GSRC houses the second largest queer library in Ottawa.

<http://www.cusaonline.ca/services/servicecentres/gsrc/>

<https://www.facebook.com/carletongsrc/?fref=ts>

### *International Student Centre*

The International Student Centre celebrates Carleton's international community. The Centre provides resources for international students, as well as host social events, workshops, and an annual gala.

<http://www.cusaonline.ca/services/servicecentres/isc/>

### *Foot Patrol*

Foot patrol provides patrols and safe walks for students on campus and in the Ottawa community. Foot patrollers walk with students anywhere on campus and up to 30 minutes off campus. Safe walk services are available from 6pm to 12am on weekdays and 6pm to 2am on Thursdays.

<http://www.cusaonline.ca/services/servicecentres/footpatrol/>

### *Paul Menton Centre (PMC)*

PMC provides academic accommodations and support services for students with disabilities. PMC "...is committed to facilitating the integration of students with disabilities into all aspects of Carleton's University life."

<https://carleton.ca/pmc/>

### *Race, Ethnicity, and Cultural Hall (REC Hall)*

REC Hall "...aims to be a safe(r) space for Carleton students of all racial, ethnic and cultural identities through peer-to-peer dialogue, programming, and support." REC Hall hosts a number of events and workshops throughout the school year that are open to all Carleton students.

<http://www.cusaonline.ca/services/servicecentres/rechall/>

### *OPIRG-Carleton*

OPIRG is a student-run public interest groups that focuses on important social justice issues, works to address community issues, and pushes for social change. It is the centre for student organizing and activism on campus. This space stresses the need for critical social dialogue and engagement on campus.

<http://www.opirgcarleton.org/>



### *Carleton Disability Awareness Centre (CDAC)*

CDAC provides information and awareness about disability by working to challenge misconceptions through events and programming. CDAC accommodates the needs of diverse individuals with visible and non-visible disabilities.

<http://www.cusaonline.ca/services/servicecentres/cdac/>

### *Ojigkwanong*

Ojigkwanong, Carleton's Aboriginal Centre, is located in Paterson Hall (Rm 228). Ojigkwanong provides a space to learn about and practice First Nations, Inuit, and Metis cultures, traditions, and worldviews. During the school year, the Centre hosts social gatherings, cultural events, and visiting elders. The Centre has a kitchenette, lounge, study spaces, computer lab, printer, phone booth, Elder's room, and smudge room.

<http://carleton.ca/aboriginal/about-cace/ojigkwanong/>

### *Financial Wellness*

#### *CUPE 4600*

##### a. TA Advance

In the months of September, January, and May, graduate students receive a single lump sum pay at the end of month. This may cause financial struggles and uncertainty for some graduate students as there is no pay cheque coming in mid-month. In an attempt to assist graduate students who may be experiencing financial struggles during these three months, CUPE 4600 offers a TA advance to all graduate TAs with a regular position (130 hours per term). TAs are to fill out the "TA Advance" form found on the CUPE 4600 website and drop it off at the CUPE 4600 office (511A UniCentre). TAs can receive up to \$750.00 in advance. The amount given to students via the TA advance is subtracted off the TAs first 3 pay cheques.

<http://4600old.cupe.ca/Benefits-and-Funds/TA-Advance>

## b. Emergency Loan

CUPE 4600 offers an emergency loan to Unit 1 and Unit 2 members who experience unexpected financial need. TAs, RAs, and CIs are to fill out the “Emergency Loan” form found on the CUPE 4600 website and drop it off at the CUPE 4600 office (511A UniCentre). Successful applicants may be awarded an emergency loan of up to \$700. Unit 1 and Unit 2 members create payment plans with CUPE 4600 in order to pay off the emergency loan.

<http://4600old.cupe.ca/Benefits-and-Funds/TA-Emergency-Loan>

## Graduate Student Association (GSA)

### a. Emergency Grant

- b. The GSA offers an Emergency Grant of up to \$250 for graduate students who find themselves in dire financial need due to unexpected circumstances such as fire, theft, personal or family emergencies. The application form for the emergency grant is located on the GSA website.

<http://gsacarleton.ca/emergency-grant/>

## b. Family Leave Grant

The Family Leave Grant provides financial support for full-time and part-time Masters and PhD students who require academic leave of absence for parental leave or other family related issues. To be eligible to apply, individuals must: 1) demonstrate financial need; 2) not be receiving other forms of leave pay; and 3) show proof of registration for two terms prior to the start of leave. The family leave grant provides graduate students with a one-time payment of \$1500.

<http://gsacarleton.ca/family-leave-grant/>

## c. Travel Grant

The GSA provides Travel Grants to graduate students to help cover some of the costs of participating in academic conferences or conducting research outside the Ottawa area. The GSA gives graduate students 50% of the travel costs that are not covered by other sources (i.e. FGPA or Program) to a maximum of \$200.00.

The minimum cost to the student must be higher than \$50.00. Graduate student may apply for more than one grant per year (May 1st to April 30th) to a maximum of \$200.00.

<http://gsacarleton.ca/travel-grant/>

### Food Centre

The food centre promotes food security for all students, faculty, and staff at Carleton University.

#### a. The Good Food Box

The Good Food Box provides students and other Carleton community members with produce from local farmers at a significantly reduced cost in comparison to retail prices. Students can select food boxes that range in price from \$5.00 to \$20.00.

#### b. Emergency Food Assistance Program

The Emergency Food Assistance Program offers students food hampers when they are in need. To order a hamper, you must fill out the hamper request form located on the Food Centre website. If you are requesting a hamper for the first time, you need to fill out the Food Bank Intake Form. You must request your hamper 24 hour prior to pick-up. You are limited to one food hamper request every three weeks.

<http://www.cusaonline.ca/services/servicecentres/foodcentre/>

### Graduate Research and Innovative Thinking Awards (GRIT)

Each year, FGPA awards five PhD students from different disciplines a GRIT award. The award is valued at \$5000.00. In order to apply for the award, you must be at the ABD stage of your degree. The award supports graduate students conducting highly original and innovative research. GRIT awards support travel for data collection or travel for a top ranked national or international conference in the student's field of study. You may only hold the GRIT award once during your studies.

<http://gradstudents.carleton.ca/awards-and-funding/internal-awards/>

### *Travel and Research Grants*

Previously these were provided by FGPA, topped up by the program. Now they are provided directly by the program. If you need funding to travel to a conference where you will present a paper, or for any other research purpose, you can apply directly to the EPAF program. Procedures are still being refined (online vs. paper application), but if it's not clear how to apply, ask Sandy.

### *Physical Wellness*

#### Carleton Athletic Centre

a. All full-time and part-time graduate students have access to the Carleton fitness centre, pool, jogging track, and squash courts located in the Athletic Centre on University Road. Fees for these athletic services are included in your tuition costs.

<http://athletics.carleton.ca/>

b. The Athletic Centre offers fitness classes, personal training sessions, and private swimming lessons; however, students must pay additional fees to access these services and classes. At the beginning of each semester, students are invited to try out all fitness classes at no charge for a week-long period before making decisions about which classes they might want to join. All Carleton students receive a 25% discount on all fitness classes offered.

<http://athletics.carleton.ca/aquatics/>

<http://athletics.carleton.ca/fitness/>

c. If fitness classes or personal training sessions do not appeal to you, graduate students also have the option to join an adult rec league or an intermural league. Each of these leagues has many different sports for you to choose from. If you do not feel like committing to a league or joining a team, you can participate in open recreation sports. The open recreation options allow you to drop in during designated times to play your favourite sport with no commitment.

<http://athletics.carleton.ca/leagues/>

## Graduate Student Association (GSA)

### a. Grad Recreational Softball League (GRSL)

GRSL "...is a slow pitch league, open to interested players of any calibre, with a minimum of seriousness and a maximum of fun. The league is strictly recreational and non-competitive. Those of all skill levels are welcome to play. Weeknights from early May to the end of August, a variety of teams come out to the baseball diamond behind the Nesbitt Biology Building."

<http://gsacarleton.ca/softball/>

### *b. Kitigànensag (Algonquin for "little gardens")*

Kitigànensag is a student-run garden that encourages "...local, organic food production, education, and community building." Garden plots are free and include two wheelchair accessible plots. Applications for plots are available to the entire Carleton community but preference tends to be given to graduate students. The planting season starts in May and ends in October.

<http://gsacarleton.ca/garden/>

## ***Off Campus Wellness Resources***

Mental Health Crisis Line

613-722-6914

[www.crisisline.ca](http://www.crisisline.ca)

Good2Talk: Post-Secondary Student Helpline

1-866-925-5454

[www.good2talk.ca](http://www.good2talk.ca)

Kind (LGBTQ supports)

613-563-4818

[www.kinspace.ca](http://www.kinspace.ca)

Ottawa Distress Centre (24-hour help line)

613-238-3311

Gay Line Ottawa

(613) 238-1717

Ottawa Coalition to End Violence Against Women

613-237-1000

[www.octevaw-cocvff.ca](http://www.octevaw-cocvff.ca)

Ottawa Rape Crisis Centre

Office line 613-562-2334

Crisis line 613-562-2333

[www.orcc.net](http://www.orcc.net)

Sexual Assault Support Centre of Ottawa

Support line 613-234-2266

Office line 613-725-2160

[www.sascottawa.com](http://www.sascottawa.com)

Odawa Native Friendship Centre

613-722-3811

[www.odawa.on.ca](http://www.odawa.on.ca)

Wabano Centre for Aboriginal Health

613-748-0657

[www.wabano.com](http://www.wabano.com)

Minwaashin Lodge – Aboriginal Women’s Support Centre

Crisis line 613-789-1141

Office line 613-741-5590

[www.minlodge.com](http://www.minlodge.com)

Immigrant Women's Services Ottawa

Help line 613-729-1119

Office line 613-729-3145

[www.immigrantwomenservices.com](http://www.immigrantwomenservices.com)

Planned Parenthood Ottawa

613-226-3234

Options counselling, pregnancy tests, sexual health resources

[www.ppottawa.ca](http://www.ppottawa.ca)

Morgentaler Clinic

613-567-8300

[www.morgentaler.ca](http://www.morgentaler.ca)

Family Services Ottawa (Counselling, LGBTQ supports)

613-725-3601

[www.familyservicesottawa.org](http://www.familyservicesottawa.org)

Sexual Health Centre

613-234-4641

STI tests & treatment, HIV testing, pregnancy testing

[www.ottawa.ca/en/residents/public-health/sexual-health/sexual-health-centre](http://www.ottawa.ca/en/residents/public-health/sexual-health/sexual-health-centre)

AIDS Committee of Ottawa (ACO)

613-238-5014

[www.aco-cso.ca](http://www.aco-cso.ca)

Centretown Community Health Centre

613-233-4443

[www.centretownchc.org/en/home.aspx](http://www.centretownchc.org/en/home.aspx)

South-East Ottawa Community Health Centre

613-737-5115

[www.seochc.on.ca/](http://www.seochc.on.ca/)

Canadian Centre for Sexual and Gender Diversity

613-400-1875

[www.ccgds-ccdgs.org](http://www.ccgds-ccdgs.org)





# Appendix: EPAF Official Documents

## *Student Progress Report*



Office of the Dean  
Faculty of Graduate and Postdoctoral Affairs  
512 Henry Marshall Tory Building  
1125 Colonel By Drive  
Ottawa, Canada K1S 5S6  
Tel: (613) 520-2525  
Fax: (613) 520-4049

### Student Progress Report - Doctoral Programs

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#### Part 1: Student Information

Student's Name:

Supervisor's Name:

Student No.:

Term Number (since initial registration):

Department:

Expected Date of Completion:

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#### Part 2: Missed Milestones

If this student has missed a milestone, please provide a brief commentary and indicate when the milestone will be met. If no milestones have been missed **do not** fill out this part of the form.

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It is important that the student, their supervisor, and the graduate supervisor/ associate chair have signed off and are in agreement.

Signature of Student

Signature of Student's Supervisor

Signature of Graduate Supervisor/  
Associate Chair

Date

Date

Date

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## *Theory Exam Procedures*



# Ethics and Public Affairs

### **Procedures for the Theory Examination**

As revised by the Program Committee December 12, 2016

1. Students will normally take the exam in the second year of their EPAF doctoral program. They may take it either in September or in January; in addition, students who take it in September may repeat it in January (see 4(g), below) or in the following September.
2. Aim. The theory examination is intended to ensure that students have an accurate and comprehensive understanding of (a) normative theories and concepts from ethics and political philosophy applicable to issues in public affairs, and (b) different theories and conceptions of public reason as a framework for normative discussion of public issues.
3. Content. The examination will consist of three papers, answering (a) a question concerning rival conceptions of public reason; (b) a question concerning debate between or among rival normative theories or perspectives; (c) a question concerning debate that may arise when different normative theories or perspectives are applied to one of the theme issues of EPAF 6100 or EPAF 6200 as taught in the preceding academic year.
4. Procedures.
  - (a) The grade for EPAF 6600 is reported as “INP” until the examination is taken.
  - (b) The EPAF Management Committee appoints a committee of Theory Examiners in time for a reading list and questions to be adopted.
  - (c) The Theory Examiners develop a reading list to be approved by the Management Committee and distributed to students.
  - (d) The Theory Examiners set questions for the exam. They may, at their discretion, give students a choice of questions for each of the three papers. They may, at their discretion, distribute a larger range of questions, including these, which students can prepare in advance of the examination. Once the questions are made known, the students may ask questions of clarification, which will be answered by the examining committee without undue delay.
  - (e) The examination has two components. The first is a take-home exam over seven

days, on dates set by the Theory Examiners, who will also specify how the students' papers are to be submitted. The word limit for each question in the written component is 3000 words. The second component is an oral exam based on the student's written answers to the take-home. The oral component will be scheduled by the Theory Examiners in consultation with the students, without undue delay.

(f) The Theory Examiners will give each student's examination a grade of satisfactory, unsatisfactory, or distinction. Alternatively they may, at their discretion, require the student to re-write one or two parts of the examination if they judge the student's answers to the other parts of the exam acceptable; in that case an INP will be entered until the next examination.

(g) A student whose exam is (entirely or in part) unsatisfactory may either be reexamined (including both written and oral components) in the following January (with the same reading list and range of possible questions) or take a new exam the following September. Any student who fails a second theory examination will be withdrawn from the program.

(h) Any appeals will be made in writing to the Dean of the Faculty of Graduate and Postdoctoral Affairs within two weeks of the announcement of results. The results of a theory examination may only be appealed on procedural grounds.

## *Area Exam Procedures*



# Ethics and Public Affairs

### **Procedures for the Area Examination**

Revisions Approved by the Program Committee on April 5, 2019

1. Students will normally take this exam in the second year of their EPAF doctoral program. Timing of the exam will be set by agreement between each student and examining committee.
2. Aim. The area examination is intended to ensure that students have an accurate and comprehensive understanding of specific social science and policy literature essential for developing a thesis proposal on their intended research topics. This may include discussions of applied ethics and political philosophy applied specifically to the policy topic, in cases where these have already entered into the literature.
3. Procedures.

#### General procedures

- (a) Normally this exam will be completed in a single term. Once a student registers for the EPAF 6700 Area Examination, a grade of “INP” will be entered at the end of each term until the examination is completed and a different grade is submitted.
- (b) Each student’s Area Examination will be conducted by the student’s advisory committee, including supervisor, co-supervisor, and third member.
- (c) The Exam may be completed either in Format 1 or Format II, as outlined below.
- (d) Any<sup>SEP</sup> appeals must be made in writing to the Dean of the Faculty of Graduate and Postdoctoral Affairs within two weeks of the announcement of results. The results of an area examination may be appealed only on procedural grounds.

#### Format 1

- (e) Each student will develop a bibliography, normally including normally 25 items from the social science and policy literature pertaining to the student’s proposed research topic; theoretical materials in applied ethics and political philosophy specific to the topic and not covered by the theory exam may also be included. The list of resources will be developed in collaboration with (and with the approval of) the student’s committee. The bibliography will be annotated, meaning that students will write 2 detailed paragraphs on each inclusion, identifying its central argument and its relevance to the student’s project.

The bibliography will be organized by key areas or themes identified by the student as the central building blocks of the thesis project.

(f) The annotated bibliography will be accompanied by a paper from the student identifying key issues in the literature selected for the bibliography, and their relevance to addressing their research question. Compared with the bibliography, this paper is meant to be more analytical than expository; the student will explain how the relevant themes highlighted in the bibliography are central to the research project, how the project will both draw from them and how it will build on them. The paper need not identify the student's own final intended argument but should indicate the contributions to the literature it intends to make. (Degree of overlap between the two documents is at the discretion of the committee.)

(g) The annotated bibliography and the statement paper should be no more than 35 pages (9000 words) in length *each*. (Minimum length is at the discretion of the committee.) Upon completion of the two items, the student will submit to the committee for approval, and a date should be set for the group to meet to ask questions and provide feedback. The committee might accept the two items as is, or recommendations for edits or further reading may be issued, in which case the student will be given time to revise and resubmit both items. When the committee is satisfied, a grade of satisfactory will be entered for EPAF 6700. When revisions have not been submitted within the stipulated time, or the committee finds those revisions unsatisfactory, the committee may enter a grade of unsatisfactory for EPAF 6700.

#### Format 2

(h) Each student will develop a bibliography, normally including normally 25 items from the social science and policy literature pertaining to the student's proposed research topic; works in applied ethics and political philosophy focussed specifically on this topic may also be included. The bibliography will be accompanied by a statement of approximately 2000 words from the student identifying key issues in the literature selected for the bibliography. (This statement may be based on the student's earlier work in EPAF 6000.) Both the bibliography and the student's statement must be approved by the committee before examination questions are set, and approved copies must be submitted to the Graduate Administrator and the Program Director before the student takes the examination.

(i) The student's committee will develop questions pertaining to literature included in the bibliography, giving due consideration to the key issues outlined by the student. The committee will determine how many questions the student must answer, and whether the student may choose these from a larger set (e.g. three questions from five questions listed). The examining committee will set a word limit for each question, and the aggregate word limit for all questions required will be less than 9000 words.

(j) The examination is a take-home exam over seven days, on dates set by the examining committee in consultation with the student; the examining committee will also specify how the students' answers are to be submitted. Once the questions are made known, the student may ask questions of clarification, which will be answered by the examining committee without undue delay.

(k) The examining committee will give the student's examination a grade of satisfactory or unsatisfactory. They may, at their discretion, require a further oral examination before deciding on a grade; they may, also at their discretion, require revisions before deciding on a grade.

(l) A statement must be submitted to the Program Director and the student within four weeks of completing the exam, either (a) giving a grade or (b) explaining why an oral examination or revisions are required.

## *Dissertation Proposal Guidelines*



# Ethics and Public Affairs

### **The Dissertation Proposal: Guidelines for Students and Supervisors**

As adopted by the Program Committee 2020 01 27

After the theory and area examination processes are completed you will begin work on your dissertation. **The first step in this process is the preparation, submission, and defence of a dissertation proposal.** The importance of the proposal is that it indicates that the groundwork for the research questions you have identified has been done. It demonstrates that you have identified and thought through the essential components of your project; it shows clearly how your project has the potential to make an original contribution to your area of study; it demonstrates that you have the requisite background and methodological training to carry it out effectively; and it shows that you have a well-developed plan for carrying out the project.

**Your dissertation proposal** should be no less than 20 and no more than 30 pages long (or between 7,500 and a maximum of 10,000 words) *not including your bibliography* or reference list. The content of the proposal should be similar to that required in a SSHRC standard research grant application, in that your proposal should provide a clear statement of the topic of your work and your central research questions, summarize the key theoretical and empirical literature on your topic, and provide a clear statement of what you will do to address your research questions. The following sections are typical to a dissertation proposal, although (apart from section 1) may be presented in a different order.

**Note on supervisory committees.** Each EPAF doctoral dissertation is supervised by a three-person committee. This includes two co-supervisors, of whom one has special expertise in social science or public policy aspects of the project and the other has special expertise in relevant ethics or political philosophy. It also includes a third member, with special expertise in either of these two areas.

**Note on theories and methodologies.** A thesis in Ethics and Public Affairs can combine any relevant social science methodologies within a critical analysis of public justifications, including relevant normative arguments, that pertain to the public policy issue that is the subject of the thesis. ***Keep in mind that your final goal is to find whether there are any solutions to a given policy problem that have the strongest support of value-based and evidence-based argument.*** Social science methodologies should be chosen according to how useful you think they will be for achieving that goal. (Some EPAF theses will not follow any particular social science methodology, relying instead on secondary research on relevant social science findings.)

In the EPAF program we have called this critical analysis of public justification ‘public reason analysis’ in order to link it with theoretical debates on ‘public reason’ – which we understand as debates on why some attempts at justifying public policy are better/worse than others. Earlier in the program you have

spent a lot of time and effort understanding those debates. Now, in the research phase of your program, your thesis should be sensitive to those debates, but only insofar as they are relevant. You are not required to review or rehearse those debates except on particular issues that may be especially relevant to your project.

**1. Research Question:** In this section, you should motivate and justify your research project. Begin with a statement of what you want to research: what do you want to know and what hangs on the answering of your research question(s)? Provide some background on the issues and explain - as if perhaps to others in a related but different field of study - why these questions matter, and why it matters that they be addressed from your disciplinary or methodological perspective.

**2. Theoretical Concepts:** Here you will identify the key concepts you will utilize to conduct your analysis. What theoretical ideas are pertinent to your research question, which debates will you draw from, and to which theoretical discussions will your conclusions speak. What theoretical models or explanations frame your policy issue in the way you want to consider it? Which normative values or theories are most relevant and useful, from your point of view?

**3. Methodological Approaches:** In this section you will explain the research and analytical methods you intend to use to answer the research questions you've identified. Are there any approaches to public reason or public justification that you consider relevant and useful to your project? Are there other methodologies (of social science or policy analysis) that you will employ, and how will all of these work together? You may also choose to address and engage here with any possible challenges to these methodological approaches.

**4. Relevant Literature:** Here you need to situate your research question in the relevant literature. This involves a discussion of how the answer(s) that you come up with will contribute to or build on existing literature or respond to the puzzles left as yet unexplained or unexplored. There is no need to identify and read everything that has already been written on the topic, but you should have a strong familiarity with the literature directly relevant to your research question, both theoretical and practical in nature. This section requires you to be conscious of your place within your field(s) of study.

**5. Implications and Originality:** To conclude your proposal you should make clear how using the concepts, literature, and methodologies that you have identified will produce an original proposition. How will your research contribute to theoretical debates, how might it resolve social issues, how will it inform or enable decision-making in a public or institutional context?

**6. Table of Contents and Research Timeline:** Upon concluding your proposal, include an addendum in which you identify your chapter headings and major subheadings, so as to demonstrate a coherent overall structure. Then provide an account of how long you anticipate it will take you to complete each section.

**7. Bibliography:** Your proposal must include a preliminary bibliography in an agreed-upon style, i.e., APA, MNL, Chicago, etc. Consult with your dissertation advisor/committee on this. You will inevitably expand the bibliography as you prepare the final version of the dissertation.



## The Proposal Defence

Once your three-person committee has determined that your proposal is ready for the oral defence, a date will be scheduled for you all to meet. At this meeting, you will have the opportunity to introduce and summarize your proposal, and the committee will have the opportunity to ask you questions about your proposal to determine if you are prepared to move forward towards researching and writing the dissertation. Normally your introductory remarks should be confined to 10 minutes; then the third member and co-supervisors in turn will have 15 minutes each for one-to-one discussion with you; finally, after follow-up discussion in which everyone may take part, you will be asked to leave while the committee deliberates.

The committee members will make one of the following decisions:

1. Accept the proposal as is;
2. Accept the proposal with minor revisions (in which case one of the co-supervisors will be designated to check them);
3. Accept the proposal with major revisions (in which case you will be expected to significantly rework the proposal and bring it back to the full committee for approval, but you will not have to do another proposal defence);
4. Find the proposal unsatisfactory (in which case you will have to redo both the proposal and the proposal defence; you will be given one chance to rewrite and redefend the proposal).

A final version of your dissertation proposal must be submitted to the Program Director after the successful completion of the defence and any required revisions.

Detailed guidelines concerning the technical preparation of the dissertation (margins, paper quality, fonts etc.) can be found at the following site. The same considerations apply to the preparation of your proposal. <http://www5.carleton.ca/fgpa/thesis-requirements/formatting/>

*Tutorial Application Form*

**CARLETON UNIVERSITY**  
**DEPARTMENT OF PHILOSOPHY**  
**TUTORIAL FORM**

Instructions for professor: Fill out this form with the student. Make three (3) copies. Sign and have the student sign the original and each copy. Pass all four (4) to the Graduate Supervisor for 5000 level tutorials or the Undergraduate Supervisor for 4000 level tutorials. After approval, two (2) copies will be returned to the professor, who should pass one (1) on to the student.

**Student:**

**Student Number:**

**Professor:**

**Course Number:**

**Topic:**

**Course Description:** (use attached sheet if necessary)

**Number and frequency of meetings:** (normally 5 of approximately 2 hours)

**Marking Scheme:**

Signature of Student: \_\_\_\_\_

Date:

Signature of Professor: \_\_\_\_\_

Date:

Approved by Undergraduate or  
Graduate Supervisor: \_\_\_\_\_

Date:

Copy Distribution: Student file (original)  Student  Faculty  Department file



## **Procedures for the Practicum (EPAF 5500)**

Effective January 2017

1. Students will normally take the Practicum after their first or second year of coursework.
2. Aim. Practicum placements will involve service-based learning, in which the practicum student assists in carrying out tasks in a workplace, or for an organization or consultant. Tasks will either require or benefit from the student's knowledge of ethics and value-based public reasoning.
3. Workload. A practicum placement for EPAF 5500 will normally require approximately 100 to 150 hours, including work directed by the practicum supervisor and work on the student's journal.
4. Duties and supervision. A Practicum Agreement will specify the nature of the project on which the student is working along with specific duties, expectations, and deliverables (if any); a supervisor will also be listed, with contact information. The Agreement will also specify due dates for the supervisor's assessment of the student's performance (at latest, end of the examination period for an academic term). The Agreement will be signed by the sponsoring/supervising organization, the Program Director, and the student.
5. Journal. Writing a journal with weekly entries is an integral component of the Practicum. Topics addressed should include: (a) ethical issues pertinent to the placement project, duties, or deliverables; (b) the bearing and implications of public reasoning, based both on evidence and values, on the placement project.
6. Grade. The Program Director will submit a grade of Satisfactory or Unsatisfactory for EPAF 5500 Practicum based on: (a) the supervisor's assessment, and (b) assessment by the Program Director or a designate of the student's practicum journal.
7. Insurance. The University (Ministry of Training, Colleges and Universities) is responsible for claims management if any accidents should occur involving students registered in the Practicum while they are off campus at a sponsor's workplace. Students are covered by Workplace Safety and Insurance Board insurance or private insurance. Information forms must be completed by the student and the sponsor and returned to the Practicum coordinator prior to the start of the Practicum. The insurance information and forms to be filled out are available online at:  
<http://carleton.ca/financialservices/risk-management/student-unpaid-placements/>

*Ph.D. as Board Game – Ethics & Public Affairs*

Accept offer of admission.	<b>Start! Pre-program Summer</b>	With Program Director: identify possible co-supervisors, courses.	Clear conditions on admission, register for courses. Participate in Public Reason Preview	<b>Year 1 Fall</b>
				PIPR Conference, Apply for Y2+ grants
EPAF 6000 continues. EPAF 6200 applies public reason to a different issue.	<b>Year 1 Winter</b>	Course on methods (if necessary) <b>OR</b> your research area (if available)	EPAF 6000 explores: • Research question • Ethical concerns • Co-supervisors • Area reading list	EPAF 6100 Public reason as research framework, applied to selected issue
Hear and meet Visiting Scholar				
Course on methods (if necessary) <b>OR</b> your research area (if available)	<b>Year 1 Summer</b>	<u>Theory Exam</u> • Register in EPAF 6600 • Get reading list • Study groups?	<b>Year 2 Fall</b>	Take theory exam (take- home, late September) or defer to January
				Attend PIPR Conference Apply for Y3+ grants
With Program Director: explore practicum possibilities	<u>Thesis proposal</u> With supervisors, develop proposal	<u>Area Exam</u> • Register in EPAF 6700 • Finish by Winter Break	<b>Year 2 Winter</b>	<u>Area Exam</u> • Set 3 supervisors • Agree on reading list
Hear and meet Visiting Scholar				
<b>Year 3</b>	Thesis proposal defence (September)	Thesis research and writing begin.	Elective (if necessary) Practicum (if available)	With Program Director: meet with member of Professional Network
				PIPR Conference, Visiting Scholars, No-name Seminars
Networking, professional work, conferences, teaching	Complete remaining requirements for Elective, Practicum.	Thesis research and writing continue.	<b>Year 4+</b>	Networking, professional work, conferences, teaching
PIPR Conference, Visiting Scholar, No-name Seminars				
Complete thesis research and writing.	Present research to professional audience	Thesis defence	<b>Finish! Ph.D.</b>	