

JOINT PhD

EDUCATIONAL STUDIES



3 UNIVERSITIES

100 S OF GRADUATES

MAXIMUM FLEXIBILITY

1 CHOICE

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STUDENT HANDBOOK

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The Joint PhD in Educational Studies Program Handbook was
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Section One: Introduction to the Program

Mission Statement

Through the three fields of study, Cognition and Learning, Educational Leadership and Policy Studies, and Social/Cultural/Political Contexts of Education, the Joint PhD in Educational Studies program promotes scholarly inquiry and the production of new knowledge within the context of a research culture. We are committed to methodological advances in educational research, as well as the integration of theory and practice. We nurture our students as developing scholars and leaders in faculties of education, school systems, and other institutional settings, thereby contributing to the growth of research and scholarship in Canada and internationally. We promote professional development through collaboration among scholars, practitioners, educational institutions, and faculties of education, thus fostering links between schools and universities, and promoting partnerships locally, nationally, and internationally. We are committed to excellence in our students and faculty, and to producing graduates who are life-long learners.

Rationale

The Joint PhD in Educational Studies program offers students flexible learning environments utilizing face-to-face seminars, tutorials, and distance education. We welcome national and international applicants and accept full-time and part-time students into the program.

The Joint PhD in Educational Studies program also brings together a high number of qualified participating faculty members from each of the partner universities whose expertise and research interests cover a broad spectrum of topics. This provides enhanced opportunities for depth and breadth in supervisory expertise, as well as in generating new knowledge and directions in research. Other resources of the participating universities including libraries and technologies, are combined in a cooperative effort to increase educational opportunities for students, representing a prudent and efficient use of public funds. Finally, the program fosters collaboration and networking among graduate students and faculty, and facilitates partnerships that promote the growth of research activity.

Organizational Structure

All aspects of the Joint PhD in Educational Studies program are negotiated, constructed and implemented cooperatively by the participating universities. A shared organizational structure ensures the efficient functioning of the program.

- The Joint PhD Program Committee is composed of one representative from each participating university. Usually, the representative is the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in the Faculty of Education. Alternatively, a designated faculty member may serve as a representative for the Associate Dean, Chair of Graduate Studies in Education, or Graduate Program Director.
- The Joint PhD Director serves as chair of the Program Committee and functions as an independent administrator of the program, serving the best interests of the program as a

whole.

- The Office of the Secretariat is housed at the Director's home university and is staffed by an administrative assistant.
- The partner universities provide funding for the program and Office of the Secretariat.
- The program serves identical overall goals at all participating universities.
- The fields of study, course work, and degree requirements are identical across the participating universities.
- Calendar descriptions of the program are identical across the participating universities.
- Students apply for admission through the online application process hosted by the Office of the Secretariat.
- Applications for admission are channeled via the Office of the Secretariat to admissions committees at each university. A short list is then referred to the Program Committee for consideration. The Office of the Secretariat transfers selected files to Graduate Studies offices at each participating university for final admissions decisions.
- Each university identifies qualified designated faculty who teach and serve as doctoral committee members and supervisors in the program, and who serve on committees on behalf of the program. Designated faculty are listed in the Directory of Designated Faculty that is posted on the program website. The Associate Dean, Graduate Program Director, or Chair of the Graduate Studies Program at each partner university forwards updates about designated faculty status to the Office of the Secretariat.
- The Program Committee administers a centralized system for monitoring students' progress through the Annual Progress Report form.
- Designated faculty from at least two of the three participating universities supervise students' comprehensive portfolios and dissertations.
- Designated faculty from the participating universities oversee course development and delivery according to an agreed rotational structure.
- Course evaluations are conducted by the Office of the Secretariat according to union and senate regulations at each university.
- Doctoral seminars are hosted across the participating universities annually according to an agreed rotation.
- There are agreed upon protocols for administrative and academic matters, such as student transfers and withdrawals.

Section Two: Administration of the Program

Qualifying for Admission

The minimum academic requirement for admission to the Joint PhD in Educational Studies program normally is the successful completion of an undergraduate degree, followed by a Master's degree in education with an A standing. Individuals applying with graduate degrees in other disciplines may be considered if they are able to demonstrate their academic suitability for entry into a PhD program in Educational Studies. Such individuals may be required to complete additional course work, either prior to entry into the program or concurrent with program course work.

Applicants must provide evidence of research competence usually demonstrated by the completion of a Master's thesis. Students who have not completed a thesis must submit evidence of equivalent research capability.

English is the primary language of communication and instruction in the program. Applicants from other countries who have not completed a degree at a university where the primary language of instruction is English must demonstrate proficiency in English to be considered for admission. This can be demonstrated in one of the following ways:

- A minimum score of 7.0 on the International English Language Testing System (IELTS), with no individual sub-category score less than 6.5.
- A minimum score of 100 on the Internet Based Test (iBT) version of the Test of English as a Foreign Language (TOEFL), including a minimum score of 27 in the Written component and a minimum score of 27 in the Reading component.
- A minimum score of 60 (Brock & Lakehead University) and 70 (University of Windsor) on the Canadian Academic English Language (CAEL) examination.

In some cases, home university regulations require the Test of English as a Foreign Language (TOEFL) for students with degrees from overseas universities, even where the language of instruction is English. Please check the home university websites for specific requirements. Please consult the Office of the Secretariat to submit an equivalent demonstration of proficiency.

Application to the program is considered complete when the following items are submitted

- The online application form;
- One original transcript (unofficial transcripts will be assessed at the time of initial application, however if the applicant is admitted, they must submit one copy of all final official transcripts and proof of degree. In progress transcripts are acceptable at the time of application.
- Two academic references: each reference includes a Support Letter and a Referee Assessment Report (support letters must be submitted on official institutional letterhead);
- A curriculum vitae;
- Evidence of research competence (if applicable);
- A research plan (maximum of 1500 words – see next page);

- Proof of English Language Proficiency (iBT) (if applicable); and
- The application fee (\$110.00).

The Research Plan

Along with the application for admission, applicants must submit a description of their proposed area of research (maximum 1500 words). Applicants should discuss their topic of interest within the research plan, situating the discussion in the context of the education/field of study literatures and referring to relevant research methodologies. Please see Appendix One: Application Research Plan Template.

The Admission Process

- The deadline date for applying to the program is November 15th annually. The selection process for admission is competitive. Normally a maximum of 24 students are admitted annually, with each home university admitting up to eight students.
- Applicants are required to have a confirmed supervisor at the time of application at Lakehead University and University of Windsor, and are strongly encouraged to have a confirmed supervisor at the time of application at Brock University. In very rare instances co-supervisors may be acceptable, as described in Section Four of the Handbook: The Dissertation Supervisor. Applicants are encouraged to consult with designated faculty (www.jointphdined.org) to determine potential dissertation supervisors.
- Application forms are completed online with transcripts and other support materials forwarded directly to the Office of the Secretariat. The Office of the Secretariat disseminates copies of application materials to applicants' preferred home universities.
- Admissions committees at the home universities review and rank applications. A short list from each home university is referred back to the Program Committee for consideration.
- The Program Committee determines whether a recommendation for admission will be extended to an applicant after consultation with the home universities. Admissions decisions are based on perceived potential of an applicant to complete doctoral studies successfully, the availability of a supervisor in the proposed area of study, and resources in place at the home university.
- The Program Committee usually completes admission procedures in January, with the Office of the Secretariat informing applicants about the recommendation for admission. Successful applicants will then receive an official offer of admission from the Faculty of Graduate Studies at the home university indicating the name of the designated faculty supervisor, field of study, and study status (i.e., full-time, part-time). After applicants have accepted their offer of admission, they are required to meet with their supervisors in order to discuss and complete the Plan of Study form. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at each home university reviews the Plan of Study form. As part of this process, they may meet with students. Please refer to the description of the Plan of Study in Section Three, and the Plan of Study form in Appendix Two.

Admission to the program is considered complete when the following take place:

1. Students receive a formal offer of admission from the Faculty of Graduate Studies at the home university.
2. Students accept the offer of admission, with copies forwarded to the Office of the Secretariat and home university.
3. The Plan of Study form is completed and signed by all parties.
4. Students who accept an offer of admission must attend Doctoral Seminar I in the summer immediately following application and admission to the program.

Deferral Policy

The Joint PhD in Educational Studies program will not grant deferrals to successful applicants who are unable to begin their studies the year they first applied. Students who do not begin their studies in that year will need to reapply to the program the following year.

Academic Accommodations

Brock University, Lakehead University, and the University of Windsor are committed to providing all students in the Joint PhD in Educational Studies program with respectful learning environments, and will make reasonable and appropriate efforts to support students with disabilities in accordance with the Ontario Human Rights Code. Students with disabilities who wish to receive academic accommodations are encouraged to contact designated support services (listed below) at their home university, as well as consult with their course instructors, advisors, doctoral committee members and/or relevant others as necessary.

Brock University
 Student Accessibility Services
 Student Wellness and Accessibility Centre
 (905) 688-5550 ext. 3240
askSAS@brocku.ca

Lakehead University
 Student Accessibility Services
 (807) 343-8047
manager-sas@lakeheadu.ca

University of Windsor
 Student Accessibility Services
 (519) 253-3000 ext. 6172
sas@uwindsor.ca

Respectful Work and Learning Environments

The Joint PhD in Educational Studies Program is committed to providing an inclusive community where students, faculty, and staff can learn and work in an environment that is safe, respectful, and free from all forms of harassment and discrimination. In this context, we also recognize that a commitment to academic freedom and freedom of thought, inquiry, and expression among our community may result in respectful disagreements regarding beliefs or principles.

All members of the Joint PhD community share the responsibility for creating and maintaining a working and learning environment that is free from harassment and discrimination and to address any situations in which respect is lacking. Individuals are encouraged to consult the harassment and discrimination policies administered by the Office of Human Rights and Equity Services at their home university. Individuals who believe that they have been discriminated against are encouraged to contact the Office of Human Rights and Equity at their home university.

Brock

Office of Human Rights and Equity Services
<https://brocku.ca/human-rights/>
humanrights@brocku.ca
 905-688-5550 x4859

Lakehead

Office of Human Rights and Equity
<https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity>
admin.ohre@lakeheadu.ca
 807-346-7765

Windsor

Office of Human Rights, Equity & Accessibility (OHREA)
www.uwindsor.ca/ohrea
ohrea@uwindsor.ca
 519-253-3000 x3400

Program Requirements

Please refer to Section Three: Academic Program Requirements (page 18), for more complete descriptions of the courses listed below. Students are required to maintain continuous registration in the program. The minimum course and research requirements for the degree total 10.0 Full Course Equivalent (FCE) credits as follows

- Doctoral Seminar I (first summer, face-to-face, rotating sites, 1.0 FCEs);
- Field of Study Specialization course (first fall, online, 0.5 FCEs);
- Specialization Elective/Directed Study course (usually first winter, 0.5 FCEs);
- Doctoral Seminar II (second summer, face-to-face, rotating sites, 1.0 FCEs);
- Research Proposal Colloquium (first or second winter or second fall, online, 0.5 FCEs);
- Comprehensive Portfolio and Examination of the Comprehensive Portfolio (1.5 FCEs);
- Dissertation Proposal; and
- Dissertation (5.0 FCEs).

Parallel Coding for Joint PhD in Educational Studies Program Courses

Students are required to register for all degree components at their home universities.

	Brock	Lakehead	Windsor
Doctoral Seminar I: Current Research, Theories, and Issues	7F20	6020	9020
Doctoral Seminar II: Current Research, Theories, and Issues	7F40	6040	9040
Educational Leadership and Policy Studies	7P21	6211	9210
Social/Cultural/Political Contexts of Education	7P31	6311	9310
Cognition and Learning	7P41	6411	9410
Specialization Elective (Directed Study)	7P51	6511	9510
Research Proposal Colloquium	7P69	6719	9690
Comprehensive Examination of Portfolio	7D80	6080	9800
PhD Dissertation	7Z90	6901	9980

Annual Deadline Dates for Courses in the Joint PhD in Educational Studies Program

Summer Courses

- Course outlines are due at the Office of the Secretariat by June 1st.
- Courses normally begin the first week of July and run approximately over 4 weeks (72 hours of instruction required).
- Grades are due to the Office of the Secretariat by September 10th.

Fall Courses

- Course outlines are due at the Office of the Secretariat by August 1st.
- Courses begin the week after Labour Day and conclude by December 15th.
- Grades are due to the Office of the Secretariat by January 10th.

Winter Courses

- Course outlines are due at the Office of the Secretariat by December 1st.
- Courses begin the second week of January and conclude by April 15th.
- Grades are due to the Office of the Secretariat by May 10th.

The Grading Matrix

Students' course grades are reflective of the quality of their work at the doctoral level. Course grades reflect the quality and timeliness of their completion of all assignments and activities in context of the objectives and goals established for the course. Typically, course grades of 90 to 100 are considered to be exceptional and are provided in instances where students' work is of outstanding quality and provides clear evidence of rare understanding or talent for the subject and of an original and/or incisive mind. The grades of 80 to 89 are awarded in instances where students

provide evidence of excellent, comprehensive, and accurate work, and in which comprehension of the subject is clearly recognizable. The grades 70 to 79 are awarded in instances where students have demonstrated a sound grasp of the course and where their work may be described as careful, competent, and good, but not as being distinguished.

A passing mark in the Joint PhD in Educational Studies program is 70%. A final numerical mark of 69% or lower is considered a failing grade in this program. Students may not continue in the program with a failing grade.

Grade Changes

When an instructor determines that a grade must be changed, formal signed notification is sent to the Director no later than five weeks after the final deadline for submission of grades. The Director forwards a copy of the recommended grade change to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies at the student's home university.

Grades of Incomplete/In Progress

Grades of Incomplete or In Progress are not generally permitted in the Joint PhD program. Only in very exceptional circumstances will an Incomplete or In Progress grade be considered. In such cases, the instructor(s) will contact the Director directly for interim approval of the assignment of an incomplete or in progress grade, following which the policy of the home university policy will apply.

Student Appeals

Students wishing to appeal a grade are encouraged to first discuss the grade with the instructor(s) who issued it within 10 working days of the release of grades. If this step does not resolve the issue, students should then contact the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university. The Associate Dean, Graduate Program Director, or Chair refers the matter to the Director and Program Committee within 24 hours of receiving the notice. Within 3 working days of notification, the Program Committee will seek the informed opinion of one-to-two designated faculty members*. At least one of these faculty members will be in the student's field of study. Funds permitting, assessors will be offered a token honorarium for completing the re-assessment. These faculty members will be asked to re-assess any paper(s) or other course work assignments submitted for grading associated with the disputed grade. Students may submit any aspect of their coursework that they would like re-graded, including elements that can be only partially re-created (e.g. presentation notes in lieu of a full presentation). Where it is impossible to submit something (e.g. discussions), the original assignment grade will typically stand, unless the student presents information or evidence that these assignments should not be included in the calculation of the final grade (e.g. accommodations not received). When grading sheets or rubrics were used in the original assignment, they will also be used for the re-grading. When no rubrics or grading guides are available, the grading guidelines in the Joint PhD Handbook will be used. This assessment normally will be made within 10 working days. If re-assessment does not result in a conclusion satisfactory to the student, students may utilize the appeals procedure in place at the

home university. Students are encouraged to review timelines and assessment fees related to appeals at the home university.

If the re-assessment results in a change of grade, the Associate Dean/Chair/Director of Graduate Studies in Education at the home university of the student will communicate the results of the reassessment procedure directly to the Faculty of Graduate Studies at the student's home university. The Faculty of Graduate Studies will then communicate this change to the student. If the re-assessment does not result in a change of grade, the Associate Dean/Chair/Director of Graduate Studies in Education at the home university of the student will communicate with the student directly. Course instructors will be notified of any changes by the Associate Dean/Chair/Director of Graduate Studies in Education at their home university.

*Effort will be made to find two assessors in each case. At least 4 potential assessors will be approached and if only one is available the re-assessment will proceed with one assessor.

Course Evaluations

The completion of course evaluations provide students with a formal opportunity to communicate their summative learning and course experiences to their instructors. Course evaluations are considered the property of the instructors as per the Collective Agreement of their home universities. All course evaluations are completed online and carried out during the final week of classes. The administrative assistant to the Office of the Secretariat administers and oversees course evaluations. The Office of the Secretariat sends course evaluation forms to students electronically (via an online survey). Personal information is removed from all submissions.

Please refer to the Course Evaluation forms in Appendix Ten.

Course Evaluations of Doctoral Seminars I and Seminar II

- Evaluation for the doctoral seminars conducted on campus is composed of two sections: the course evaluation and the instructor evaluation.
- Doctoral seminar instructors are encouraged to provide class time for the completion of the online course evaluation.
- The room must be silent before and during the evaluation process.
- Instructors must be absent from the classroom when the evaluation is being completed.
- Once completed, students submit evaluation forms via online submission to the Office of the Secretariat.
- The administrative assistant to the Office of the Secretariat removes any identifying information.
- The administrative assistant to the Office of the Secretariat secures the evaluations until final marks have been submitted.

- Course evaluations are returned to instructors according to the Collective Agreement procedures and Senate Regulations of their home university.

Online Course Evaluation

- The evaluation form for online courses is composed of four sections: course evaluation, instructor evaluation, online environment evaluation, and technical support evaluation.
- Students may return their completed evaluation by email attachment or regular post.
- The administrative assistant to the Office of the Secretariat removes any identifying information.
- The administrative assistant to the Office of the Secretariat secures the evaluations until final marks have been submitted.
- Course evaluations are returned to instructors according to the Collective Agreement procedures and Senate Regulations of their home university.

Continuous Registration

Students are required to maintain continuous registration during the program. There are three terms in the Program: Summer (May to August inclusive), Fall (September to December inclusive), and Winter (January to April inclusive).

Academic Probation

It is anticipated that students will demonstrate sustained progress throughout their doctoral studies as documented through their daily activities and synthesized through their Annual Progress Reports. One or more unsatisfactory academic progress reports may result in academic probation. Students may also be placed on academic probation if they have not defended their comprehensive portfolio successfully by the end of the third year in the program, or when other signals of academic struggle or poor academic progress are present. Academic probation signals to the student, supervisor, committee members, Associate Dean, Graduate Program Director, or Chair of Graduate Studies, and the Program Committee, that there is a concern about the student's academic progress.

When there is a recommendation for academic probation, the Associate Dean, Graduate Program Director, or Department Chair of Graduate Studies will consult with the supervisor to discuss specific concerns and suggested criteria for their resolution. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies will forward the recommendation for academic probation, including identified progress concerns and criteria for their remediation to the Program Committee. After consultation with the Program Committee, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies will notify the student in writing about the identified concerns and academic probation status, as well as the actions required for removal from academic probation. A copy of this letter will be forwarded to the supervisor and the Dean, Faculty of Graduate Studies.

Students will work with their supervisors and doctoral committees (as relevant) to develop an action plan that will identify how the requirements for removal from academic probation will be fulfilled including the use of relevant resources and support services. Students will forward this plan to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies (with a copy forwarded to the Office of the Secretariat). Supervisors will notify the Associate Dean, Graduate Program Director, or Chair of Graduate Studies when the specified criteria have been fulfilled.

For students placed on academic probation, it is normally expected that they should be able to complete the specified tasks and activities, or demonstrate substantial progress towards their completion, prior to the submission of the subsequent Annual Progress Report (May 15). In the case of a subsequent unsatisfactory academic progress report, the Associate Dean, Graduate Program Director, Chair of Graduate Studies will consult with the supervisor to forward either a recommendation for continued academic probation or program withdrawal to the Program Committee and Dean, Faculty of Graduate Studies.

Withdrawal and Re-admission

The following protocols apply for voluntary withdrawal requests, involuntary withdrawal, and requests for re-admission:

Voluntary Withdrawal

- Legitimate reasons must be provided to explain the need for voluntary withdrawal from the program.
- For students who have yet to defend their comprehensive portfolio, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education forwards the request and supporting documentation to the Program Committee indicating support for the request. The Program Committee deliberates whether the voluntary withdrawal may be granted. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies will forward the formal request and the decision of the Program Committee to the Faculty of Graduate Studies of the home university. At that point, voluntary withdrawal protocols at the home university apply. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will inform the Office of the Secretariat whether the home university has approved the request for voluntary withdrawal.
- For doctoral candidates who are completing the dissertation, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education forwards the request and supporting documentation to the Program Committee for their input. Following the deliberation of the Program Committee, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies will forward the formal request and decision of the Program Committee to the Faculty of Graduate Studies of the home university. Voluntary withdrawal protocols at the home university apply. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will inform the Office of the Secretariat whether the home university approved the voluntary withdrawal.

Involuntary Withdrawal

- Students are expected to maintain a high standard of conduct and demonstrate integrity in all aspects of their course work and exit requirements. Students may be required to withdraw from a course or the program due to academic or non-academic misconduct. The Academic Integrity Policy of the home university outlines definitions, regulations, and procedures concerning suspected cases of academic misconduct. Non-academic misconduct and repercussions are outlined in the Code of Conduct at each home university.
- The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education immediately informs the Director and the Program Committee of any instance of suspected academic or non-academic misconduct as well as the decision of the home university with respect to involuntary withdrawal from the program.
- Students are also expected to demonstrate satisfactory progress in the program. Academic progress will be determined through the Annual Progress Report (see page 19 and Appendix Three) and consultation with the supervisor, Associate Dean, Graduate Program Director, or Chair of the Graduate Studies in Education and Program Committee. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education informs the Director of any instances of unsatisfactory academic progress, which may be brought forward to the Program Committee if deemed appropriate. Students are to develop a revised Plan of Study indicating how they will address areas of concern as documented in the Annual Progress Report.

Re-admission

- Legitimate reasons must be provided to explain the request for re-admission into the program. Students must demonstrate their readiness to re-enter the program and submit a revised Plan of Study that has been developed and approved in consultation with the dissertation supervisor and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education.
- The Associate Dean, Graduate Program Director, or Chair of Graduate Studies forwards all re-admission requests to the Program Committee and indicates their support for the request. The Program Committee considers applications for re-admission on a case-by-case basis and informs the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education of their decision.
- In order to avoid academic penalties, students who withdraw voluntarily from the program must apply to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university to be reinstated within six consecutive terms or two consecutive years of the withdrawal date.
- Students applying to be re-admitted to the program after two years of the withdrawal date are expected to meet specific academic requirements before re-admission is considered. Individual circumstances will determine the conditions for possible re-entry to the program. This will include completing the regular application process, and may involve re-enrolment in some or all courses completed to date.

- Financial penalties levied on a student when applying to be re-admitted to the program are determined by policies at the home university.

Leave of Absence

Only in exceptional circumstances can students apply for a leave of absence/inactive term* from the program. Students submit a written request to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university explaining the reason(s) for the request and the projected date of return to the program. Students' supervisors should also forward confirmation indicating their approval for the request. Students may be required to provide supporting documentation for their requests. Upon consultation with the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, students may then apply for a leave of absence or inactive term at the home university following home university procedures. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will inform the Office of the Secretariat and the Program Committee whether the home university approved the leave of absence or inactive term.

* Request for Leave of Absence or Inactive Term are differentiated at Brock University with the former potentially consisting of a 3-term leave (12 months) and the latter consisting of a single-term leave (4 months).

Transfers

Home University Transfer

Only in exceptional circumstances will a transfer from one home university to another be considered. Students wishing to transfer must submit a written request to transfer, outlining academic reasons for the request to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at their current home university. The request is sent to the Director for discussion with the Program Committee. Included in the request is the name of the proposed new supervisor, with written signed confirmation that they have agreed to supervise the student's doctoral work. There is no obligation on the part of the prospective receiving university to receive a student requesting to transfer. The final decision to allow the transfer must be arrived by mutual agreement between all faculty members directly involved in the transfer, the Faculty of Graduate Studies at the transfer university, and by the Director and Program Committee. For funded full-time students, continued funding cannot be guaranteed and will be available only if resources permit at the receiving university.

Field of Study Transfer

Only in exceptional circumstances can students apply for a transfer to another field of study. If students wish to transfer to another field of study after completing Doctoral Seminar II, normally they are required to take the online field of study course in the field to which they wish to transfer. Alternatively, students may be allowed to transfer at this time if they can demonstrate competence in the proposed field of study to the satisfaction of the dissertation supervisor, Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, and Program Committee.

Again, discussion and agreement must occur between the student, supervisor, Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, and Program Committee, that a field of study transfer is in students' best academic interests. In some cases, new supervisors will need to be secured.

- Before formally applying to transfer to a different field of study, students must discuss this matter with their supervisors and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university. Students will be required to forward a rationale for the transfer, indicating why it is in their best interests academically. Supervisors may also forward documentation indicating their support for the request.
- The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will determine whether faculty at the home university agree that the transfer may take place, before the matter is taken further. The supervisor in the new field of study at the home university may need to be secured.
- In all transfer requests, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education informs the Director and Program Committee of the request for the transfer. Discussion and agreement at the Program Committee level is required in order to complete the process.
- A field of study transfer is considered complete when the Director notifies the student, supervisor, and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university of the decision of the Program Committee to agree to the change.

Full-time and Part-time Studies

Doctoral study is highly concentrated, demanding, and time-consuming. The Joint PhD in Educational Studies program is structured to allow full-time or part-time studies.

Full-time students are those who are admitted to the program on a full-time basis and who are registered as full-time students. Full-time students maintain regular contact with their supervisors, instructors, and colleagues. Full-time students may be employed at the home university, but typically are limited to a maximum of 10 hours per week. Students who wish to work on campus for more than an average of 10 hours per week may seek an exemption from the university. Such exemptions require the approval of the supervisor, Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, and the Dean of Graduate Studies at the home university. Full-time students may receive funding from their university, subject to the availability of financial resources (see Funding). Students and their supervisors are advised to consult the Faculty of Graduate Studies at their home university for additional information regarding full-time status, employment, and funding.

Part-time students are those who are admitted to the program on a part-time basis. There is no restriction with respect to hours of paid employment.

Full-time or part-time students who wish to change their study status are required to follow

the procedures of the home university. Changes in study status must be reported to the Office of the Secretariat.

Funding

Funding available for students is determined by the home university. In the past, full-time students have received financial support through work as graduate assistants, research assistants, teaching assistants, or sometimes as lecturers. In some cases, students may receive entrance or other scholarships. Students should contact the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university to discuss funding. As well, full-time students are encouraged to apply to agencies such as the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Ontario Graduate Scholarships (OGS) program for external funding.

Tuition

Tuition fees are determined by the home university and are paid to the home university.

Library Access

The libraries at the participating universities offer a variety of resources and services to support doctoral students registered in the program. Education librarians provide access information at the university hosting Doctoral Seminar I and II courses for the summer sessions. For information regarding how to access resources at the other universities please consult the Education Librarians listed below:

Brock University
 Jennifer Thiessen, Education Librarian
 Tel.: (905) 688-5550 ext. 3573
 e-mail: jthiessen@brocku.ca
<http://researchguides.library.brocku.ca/EDUC>

Lakehead University
 Gisella Scalese, Education Librarian
 Tel.: (807) 343-8719
 e-mail: gisella.scalese@lakeheadu.ca
<http://libguides.lakeheadu.ca/Educationgrad>

University of Windsor
 Scott Cowan, Education Librarian
 Tel.: (519) 253-3000 ext. 3185
 e-mail: scowan@uwindsor.ca
<http://leddy.uwindsor.ca/education/>

Technical Support

While the Office of the Secretariat is housed at Lakehead University, all online courses must be offered via the Desire2Learn (D2L) platform, with support from the Teaching Commons

Department at Lakehead University.

Access to D2L is available only to students currently registered in the program and faculty members teaching in the program. D2L course sites may be deactivated at any point following the completion of a course, and any essential information (e.g. instructor feedback) should be downloaded and stored elsewhere. Faculty and students seeking online support can contact the Teaching Commons Department, at 807-346-7730. Alternatively, support can be had by contacting the administrative assistant to the Office of the Secretariat, at jointphd@lakeheadu.ca.

Student Support Services

A variety of support services are available at each of the partner universities including academic and English as a subsequent language services, health and wellness, and student housing. Specific supports may also exist within the Faculty of Education at each of the home universities. Students are encouraged to contact the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at their home university to discuss available resources as well as the websites listed below.

Brock: <https://brocku.ca/graduate-studies/student-resources/>

Lakehead: <https://www.lakeheadu.ca/current-students>

Windsor: <http://www.uwindsor.ca/156/lots-student-support-services>

Contact Information

Please consult the program website at www.jointphdined.org for contact information regarding the Office of the Secretariat, Director, and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home universities. Please consult the home university website or follow the links from the program website (Designated Faculty list) to contact designated faculty members.

Section Three: Academic Program Requirements

The Fields of Study

There are three broad fields of study in the program: Cognition and Learning, Educational Leadership and Policy Studies, and Social/Cultural/Political Contexts of Education. Study within each field is complex and multifaceted, involving critical review and deliberation of vital issues related to theory, practice, pedagogy/curriculum, and methodologies. The fields of study provide a foundation for students to engage in scholarly activities and explore their research interests. As part of this process, students may find that their explorations cut across one or more fields of study. In this way, the fields of study are considered permeable, allowing for the interchange of foundational theories, concepts, and methodologies. Students are required to declare a field of study as part of the application and admission process to the Joint PhD in Educational Studies program.

Cognition and Learning

Cognition and Learning critically examines the cognitive, behavioural, social-emotional, and cultural processes of educators and students by drawing upon psychology, philosophy, sociology, sciences, and other disciplines. Integral components of this field include an examination of contemporary and inclusive instruction, wellness, assessment and evaluation, professional development, curriculum development and implementation, metacognition and executive function, and learning theories.

Educational Leadership and Policy Studies

Educational Leadership and Policy Studies encompasses four broad content areas: policy, organizational theory, leadership, and change. The field of study explores the ethical, social, cultural, philosophical, and historical aspects of educational policy, leadership, and organizations. It draws upon the theoretical and methodological frameworks that situate the major issues, challenging institutional and community educational systems and practices within their larger socio-political, socio-cultural, and curricular contexts.

Social/Cultural/Political Contexts of Education

Social/Cultural/Political Contexts of Education draws upon the humanities, sociology, cultural studies, anthropology, history, politics, and arts in relation to education. Our aim is to foster emancipatory research and democratic practice in institutional and community settings. Consideration is given but not limited to social constructs of race, class, gender, sexuality, and ability/disability, and how they intersect with and influence educational experience and practice.

The Plan of Study

Normally by January the Program Committee completes admission procedures, and the Office of the Secretariat sends letters recommending admission into the program. An applicant who receives such a letter from the Director is required soon thereafter to meet with their supervisor to

discuss and complete the Plan of Study form (see Appendix Two). The Plan of Study outlines whether the student will progress through the program on a full-time or part-time basis. It indicates when required and elective courses will be taken, and includes additional admission requirements. Admission to the program is considered complete when the Plan of Study form is completed and signed by all parties, and applicants receive a formal offer of admission from the Faculty of Graduate Studies at the home university. The student must confirm acceptance of the offer of admission from the home university to the Director of the program, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, and the Dean of Graduate Studies at the home university. Normally, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will forward the completed, approved, and signed Plan of Study form to the Office of the Secretariat on or before June 1st.

The Annual Progress Report

By May 15th students and their supervisors are required to complete the Annual Progress Report form. Students meet with the supervisor to complete and sign the Annual Progress Report form, outlining their academic progress in relation to the Plan of Study. When necessary, students meet with the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, to discuss progress concerns. An unsatisfactory academic progress decision may result in academic probation or program withdrawal (see Academic Probation, page 10; Withdrawal and Re-admission, page 11). The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will then forward the completed, approved, and signed form to the Office of the Secretariat on or before June 1st. The Office of the Secretariat then will circulate the submitted Annual Progress Report to students and designated faculty serving on their doctoral committees. This form also is kept on file in the Graduate Studies in Education office at the home university. Please refer to Appendix Three to view the Annual Progress Report form.

Overview of Degree Requirements

Students in the program are required to familiarize themselves with academic regulations governing graduate studies at their home universities. The course and research requirements for the degree total a minimum of 10.0 Full Course Equivalent (FCE) credits as follows

- Doctoral Seminar I (first summer, face-to-face, rotating sites, 1.0 FCEs);
- Field of Study Specialization Course (first fall, online, 0.5 FCEs);
- Specialization Elective/Directed Study (usually first winter, 0.5 FCEs);
- Doctoral Seminar II (second summer, face-to-face, rotating sites, 1.0 FCEs);
- Research Proposal Colloquium (first or second winter or second fall, online, 0.5 FCEs);
- Comprehensive Portfolio and Examination of the Comprehensive Portfolio (1.5 FCEs);
- Dissertation Proposal; and
- Dissertation (5.0 FCEs).

Course work is considered complete only when students have successfully passed the Oral Examination of the Comprehensive Portfolio. Please refer to the Protocol for Oral Examination of the Comprehensive Portfolio in Appendix Six and the Oral Examination of the Comprehensive Portfolio Approval form in Appendix Seven. From this point on, candidates (students are referred to

as doctoral candidates once they have passed the comprehensive examination) work toward completion of the dissertation proposal. When the doctoral committee is satisfied that candidates have completed the proposal, they sign the Approval of the Dissertation Proposal form (Appendix Nine). Students then may move forward to gain ethics clearance to conduct their research at the home university. After ethical clearance is granted by the home university, candidates may need to gain ethical clearance to conduct research from any other agencies involved in the dissertation study, such as schools, hospitals, or community agencies. Protocols of the home universities apply for completion and defence of the dissertation.

Summer Doctoral Seminar Courses

Doctoral Seminar I and Doctoral Seminar II are foundational courses within the program and are held on a designated campus throughout the month of July. Sessions are hosted by partner universities on a rotating basis.

Rotating Sites for Summer Doctoral Seminar Courses

- | | |
|---------------------------------|-----------|
| ● Online (Response to COVID-19) | July 2021 |
| ● Brock University | July 2022 |
| ● University of Windsor | July 2023 |
| ● Lakehead University | July 2024 |

The Doctoral Seminar courses are designed to introduce students to foundational theoretical orientations and methodologies that underlie scholarship within the discipline and across the fields of specialization. The summer sessions provide students and instructors with unique opportunities to deeply explore issues and deliberations within the field. The summer sessions are also critical in developing a sense of scholarly community within the program, with the expectation that these communities will be encouraged, supported, and sustained throughout the program and beyond. To this end, the Office of the Secretariat and the Program Committee hosts a Keynote Address and supports the hosting of DSI and DSII shared sessions within the summer program.

Keynote Address

The Program Committee invites a leading scholar in the field of education, but external to the program, to present a keynote address. With instructor approval, the Keynote speaker is also invited to visit each of the Doctoral Seminar I and II classes. The classroom visitations are intended to provide the Keynote Speaker, students, and instructors with additional opportunities to deliberate and explore issues emerging from the Keynote Address.

Shared Sessions

The on-campus delivery of Doctoral Seminars I and II also provide students and their instructors with the opportunity to participate in shared sessions intended to deepen their understandings of critical issues and methodologies within the field, prepare them for successful completion of the program, and deepen their sense of community within the program. Doctoral Seminar instructors work collaboratively to develop and co-ordinate between two to four shared sessions including identifying topics and activities that are relevant to each cohort, and to the

purposes of the program. The Office of the Secretariat and the Program Committee work collaboratively with instructors to support the delivery of these shared sessions in terms of facilitating instructor planning sessions, and hosting approved facilitators/guest speakers.

In-Class Speakers

Honorariums for in-class or virtual speakers that come from Joint PhD funds are at the discretion of the Joint PhD Program Committee.

Normally, if the guest is not a student, a token honorarium may be offered from PhD funds, with prior approval of the PC. Instructors should submit the name and role of guests at least a week before the course begins, to allow sufficient time to evaluate the request. Instructors who invite an Indigenous Elder or another member of historically disenfranchised communities to their class are particularly encouraged to apply for an honorarium for this guest. The amount of the honorarium will be determined by Program Committee based on budgetary factors and the demands of the guest speaker.

If the guest is a student speaking on their experiences as a student (e.g. discussing the comprehensive portfolio), they are typically ineligible for honorariums from Joint PhD funds. If the guest is a student speaking on matters unrelated to their experiences as a student (e.g. operating in a capacity related to their day job) they may be eligible for an honorarium at the discretion of the program committee as outlined above. If a visiting student speaking on any topic will be missing work or otherwise enduring economic hardship by visiting the class, the instructors should convey that information to the program committee to aid in their decision.

Courses

Course descriptions can be found online and in the graduate calendars of the participating universities. The enrolment maximum for the field of study online courses normally will be 14 students. Typically, enrolment in the research colloquium courses will not exceed 14 students. A second instructor or an additional section may be assigned to the research colloquium course when enrolment exceeds 14 students. Partner universities assume responsibility for the additional instructor on a rotational basis.

Typically, DSI is the first course taken in the program during the first summer. The Field of Study course (Cognition & Learning; Educational Leadership & Policy; or Social/Cultural/ Political Contexts of Education) is then taken in the first Fall semester, followed by the elective/directed study course in the first Winter semester. DSII is then taken in the second summer session, followed by the research proposal colloquium in the second Fall or Winter semester. Some full-time students may choose to take the Research Proposal Colloquium course in their first Winter semester, following the procedures outlined below (See: Full-time and Part-time students and the Research Proposal Colloquium). Any other changes to course sequencing are only permitted in extenuating circumstances, and require the approval the program committee.

Doctoral Seminar I: Research, Theories, and Issues

In Doctoral Seminar I, the history and philosophical foundations of education are examined through the three fields of study. As well, students are introduced to qualitative methods of research

in education, encompassing interview, phenomenological, ethnographic, constructivist, and case study approaches to data collection, analysis, and interpretation.

Cognition and Learning

This course provides an analysis of epistemological theories through a critical examination of foundational and current research and a reflection on historical and philosophical orientations as they relate to contemporary issues in cognition and learning.

Educational Leadership and Policy Studies

This course introduces students to the origins and intellectual traditions of theories that influence how we organize education. Students develop an understanding of sociological paradigms that have influenced educational systems over time, and develop perspectives that enable them to think critically and creatively about contemporary and future issues in educational leadership, policy, and organizations.

Social/Cultural/Political Contexts of Education

This course centers on a critical examination of cultural, historical, and theoretical perspectives in education. Bodies of knowledge related to understanding the complexities of sociocultural influences in education are the main focus. Power relations at play and how they are negotiated in everyday practice are considered. Using the sociocultural framework developed in the course, students also investigate their specific areas of interest (for example, curriculum theory and practice).

Doctoral Seminar II: Research, Theories, and Issues

In Doctoral Seminar II students are introduced to quantitative methods of research in education, encompassing true experiments, quasi experiments, and correlational studies. As well, students examine research, theories, and issues in the fields.

The Specialization Elective/Directed Study

Students may complete either a specialization elective or directed study. In either case, the content for this course must relate to their field of study, dissertation topic, and related research methodologies. Students are encouraged to consult with their supervisors with respect to the appropriateness of completing either the Specialization Elective or Directed Study. Students who complete a specialized elective enroll in a course listed in the graduate studies calendars of the participating universities. Students who complete a directed study work independently to complete a sustained program of study relating to a topic of current theoretical and/or empirical interest leading to the production of a substantial paper. Normally, directed studies courses are undertaken with students' supervisors or designated faculty at the home university. Students and their supervisors may present alternative suggestions for study to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education who will review such proposals on a case-by-case basis.

Research Proposal Colloquium

In this course students examine theory and research in relation to their intended dissertation topic. Students develop a topic idea in the form of a dissertation proposal, defining a research question and a theoretical base for intended study. Students examine research questions in relation to varied methodologies, so that a diverse examination of research frameworks takes place through discourse.

Full-time and Part-time Studies and the Research Proposal Colloquium

Normally, students enroll for the Research Proposal Colloquium in the second fall or winter semester of the program. Part-time students may take the Research Proposal Colloquium course in the fall or winter semester immediately following the Doctoral Seminar II course.

Full-time study is accommodated by flexibility with respect to completion of the Research Proposal Colloquium course. For pedagogical reasons, full-time students may not take the Research Proposal Colloquium course in the first fall semester of their program (i.e., following Doctoral Seminar I). Full-time students may apply to complete the Research Proposal Colloquium course in the first winter of the program (following the procedures outlined below), or complete it in the second fall, or second winter semester.

The decision to allow full-time students to enroll in the Research Proposal Colloquium course in the first winter semester of the program is at the discretion their supervisors and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education. When applying to complete the Research Proposal Colloquium in the first winter, interested students and their advisors follow the process outlined here.

- Students must demonstrate their academic preparedness to complete the Research Proposal Colloquium course in the first winter semester of the program to their supervisors and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education. Both students' supervisors and the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education must agree that it is in their best academic interests to complete the Research Proposal Colloquium course in the first winter semester.
- DSI, the Field of Study course, and the elective/directed study course are prerequisites for completing the Research Proposal Colloquium. Therefore, students intending to complete the Research Proposal Colloquium course in their first winter semester must complete both the Field of Study course and the elective/directed study course in their first Fall semester.
- By November 15th of students' first fall term, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education submits a written request to the Director confirming that students have consulted with their supervisors and gained their consent prior to making this request. By the first December in the program, students will have completed two full-time terms (including the successful completion of Doctoral Seminar I, the fall online course, and the elective course).

The Ontario Visiting Graduate Student Plan

The Ontario Visiting Graduate Student Plan allows graduate students of an Ontario University to take graduate courses at another Ontario University while remaining registered at their home university. The Joint PhD in Educational Studies Program allows students registered in the program to take the Specialized Elective course (0.5 FCE) at another institution provided the course is directly relevant to their field of study, dissertation topic, and/or related research methodologies. Students must have the prior approval of their supervisor and the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education.

The Comprehensive Portfolio

The comprehensive portfolio and oral examination of the comprehensive portfolio are the examination processes that mark a student's progression from doctoral student to doctoral candidate. Upon admission to the doctoral program and throughout the completion of coursework components of the program, students work with their doctoral dissertation committee¹ (henceforth referred to as the doctoral committee) to complete the comprehensive portfolio. Registration for the comprehensive portfolio typically occurs after all other coursework is completed, but the first term of registration may occur before the Research Proposal Colloquium (at the discretion of the students' supervisor and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education).

Students demonstrate/re-demonstrate their knowledge of their field of study in context of course work, scholarly tasks, and dissertation topic through the completion of the comprehensive portfolio. The structure of the comprehensive portfolio is one that provides students with latitude with respect to how they demonstrate their knowledge and skills as scholars in order to indicate readiness to proceed in the program. However, the focus of the portfolio is on depth of knowledge and methodological understandings acquired as related to the field of study (FOS). Three primary components comprise the comprehensive portfolio: 1) overview/synthesis, 2) scholarly tasks and 3) supporting documents.

Overview/Synthesis

As part of the overview/synthesis, students describe their academic growth to date as experienced through their courses, research activities, and other relevant scholarly experiences in the program. Students also are required to provide a rationale explaining how the scholarly tasks included in the comprehensive portfolio connect to their FOS and dissertation topic. Typically, scholarly tasks are justified in one or more of the following ways:

- The task demonstrates a review and critique of concepts, theories and issues in the FOS with

¹Establishing a Doctoral Dissertation Committee

Doctoral committees are composed of designated faculty members from at least two participating universities. Additional information about the composition of the doctoral committee is found on page 34 of the Handbook. The regulations and procedures governing the preparation of the dissertation and the protocols for the oral defence of the dissertation are those of the home university.

the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.

- The task demonstrates a review and critique of research methods with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.
- The task uses an atypical approach, but should be given special consideration as related towards completion of the dissertation and/or exploration of the dissertation topic as relevant (works of art, cultural artifacts, or computational models may all be examples of atypical tasks that may be relevant and vital to demonstrating breadth and depth of knowledge).

Scholarly Tasks

Students work with their doctoral committee to establish evidence of scholarly activity. The following are some examples of scholarly activity:

- Extended literature review(s) focusing on the dissertation topic.
- Extended theoretical, conceptual, and methodological analyses within the FOS, with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.
- Peer-reviewed publications.
- Conference proceedings, research, and technical reports.
- Other scholarly products that provide evidence of critical thinking.²

Supporting Documents

The following documents are required as supporting evidence of scholarship:

- A brief description of program of research associated with dissertation topic.
- A curriculum vitae.³

Evaluation Criteria for Comprehensive Portfolio

The criteria used by the supervisor and committee members to assess and evaluate components of the comprehensive portfolio as well as the presentation and defence of the portfolio are as follows

- deep understanding of concepts, theories, and issues in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic;
- knowledge of current literature and research methods in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic; and the
- ability to analyze, synthesize, and critique research literature and related research paradigms in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.

²Comprehensive Portfolio Tasks

Note that course papers do not count as scholarly tasks unless they have been revised and submitted for publication or presentation at a scholarly conference.

³Curriculum Vitae Formatting

Students are encouraged to use the SSHRC format for their academic vitae. Appendix Ten provides a template for a possible format for the curriculum vitae. Alternatively, students can complete the Canadian Common CV template found online at: <https://ccv-cvc.ca/indexresearcher-eng.frm>

It is expected that the comprehensive portfolio normally will be completed within three terms after the completion of the Research Proposal Colloquium (usually within the 3rd year of full-time studies and the 4th year of part-time studies). Progress towards the completion of the comprehensive portfolio is an important component of the Annual Review, with failure to demonstrate either timely or substantive progress grounds for academic probation or involuntary withdrawal from the program (see pages 10 and 12).

Content and Structure of the Comprehensive Portfolio

Students collaborate with their supervisors early in the program to establish the doctoral committee (usually within the first 18 months of the program). Doctoral committees are composed of designated program faculty members from at least two participating universities.

Students collaborate with their doctoral committee to identify foundational and critical literature within their FOS and as related to their dissertation topic when relevant. Students also collaborate with their doctoral committee to establish the scholarly tasks to be completed for the comprehensive portfolio, with these dialogues continuing and evolving throughout students' progress in the program.

The comprehensive portfolio is a demonstration of students' scholarly progress. There is an expectation that the work gathered in the portfolio is accurate in spelling, grammar, and sentence structure. It is expected that students use APA formatting (APA Formatting and Style Guide, 6th Edition).

Oral Examination of the Comprehensive Portfolio

When the comprehensive portfolio is nearing completion and the supervisor, doctoral committee members, and doctoral student consider it ready for examination (excluding any minority opinion), an external examiner is identified by the supervisor in consultation with the doctoral committee and the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university (See Appendix Five: The Application for Oral Examination of the Comprehensive Portfolio). The completed form is submitted to the Graduate Office of the home university as well as to the Office of the Secretariat.

The external examiner participates at the oral examination of the comprehensive portfolio. This person is a designated faculty member from one of the participating universities and is situated in the student's field of study (FOS). The external examiner is at arms-length from the doctoral student (e.g., normally not a current or former research partner/research assistant, teaching assistant, instructor, or personal friend). Usually, the Chair of the oral examination of the comprehensive portfolio is the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education. If the Associate Dean, Graduate Program Director, or Chair is unavailable, or if they are not arms-length from the student, a designate is appointed. The designate is a member of the designated faculty and usually a senior scholar.

Along with the doctoral committee, the external examiner is invited by the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education to examine the student. The

external examiner may participate in person or via video/teleconference.

At least five weeks prior to the date set for the oral examination of the Comprehensive Portfolio, the supervisor ensures that the student makes available copies of the comprehensive portfolio. Candidates are required to provide the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university with a complete copy of the comprehensive portfolio. Copies also are provided to all members of the examination committee, including one copy that is sent by the Office of Graduate Studies in Education to the external examiner. Examination committee members must receive this material no less than four weeks before the date set for the oral examination.

The Office of Graduate Studies in Education notifies the Office of the Secretariat when the examining committee and exam date are set. The Office of the Secretariat circulates an email to notify students and faculty across the partner universities when a comprehensive portfolio oral examination is taking place. Doctoral students are encouraged to attend each other's oral examinations in order to support their colleagues and prepare for their oral examinations (see Appendix Six: Protocol for Oral Examination of the Comprehensive Portfolio). As part of the public presentation, students provide an overview of their portfolio materials and demonstrate their expertise in relation to the evaluation criteria for the portfolio. Typically, the public presentation is 20 minutes in length. Following the public presentation, the chair of the oral examination invites members of the examination committee to ask questions of the candidate.

Candidates are required to provide the Office of Graduate Studies in the Faculty of Education at their home university with a final copy of the comprehensive portfolio and any supporting materials associated with the public presentation after its successful completion.

The Office of the Secretariat circulates another email to notify students and faculty across the partner universities of the successful examination of a comprehensive portfolio.

Successful completion of the oral examination of the comprehensive portfolio marks a milestone for doctoral students in this program. From the time of successful examination of the comprehensive portfolio, they are considered doctoral candidates rather than doctoral students.

Posting of Comprehensive Portfolios

In order to promote knowledge sharing and facilitate a sense of learning community, doctoral candidates are invited to submit their defended comprehensive portfolios (with any required revisions) to secure, password-protected sites at the partner universities for viewing by students, faculty, and staff in the Joint PhD in Educational Studies program. The partner university sites clearly state that all materials contained within them are copyrighted and that the reproduction (whole or part) and/or distribution (whole or part) of any comprehensive portfolio or other posted materials within the site is forbidden.

Upon notification of the successful defence of the comprehensive portfolio (see Appendix Seven), the Office of the Secretariat will forward an invitation and the Comprehensive Portfolio Digitization and Release Form (Appendix Eight) to doctoral candidates. Doctoral candidates who wish to have their comprehensive portfolio available for online viewing will forward an electronic copy of their comprehensive portfolio as well as the signed Comprehensive Portfolio Digitization

and Release Form to the Office of the Secretariat.

Doctoral candidates may request that their comprehensive portfolios be removed from the secured, password-protected online sites by contacting the Office of the Secretariat by email or phone. The Office of the Secretariat will delete and remove comprehensive portfolios from these sites three years following graduation or withdrawal from the Joint PhD in Educational Studies program.

Approval of the Dissertation Proposal

Once the oral examination of the comprehensive portfolio has been completed successfully, a separate meeting to approve the dissertation proposal can occur. The oral examination of the comprehensive portfolio and the meeting to approve the dissertation proposal are separate events in the doctoral program. The approval of the dissertation proposal might take place soon after the oral examination of the comprehensive portfolio, or it might take place weeks or months later, depending on candidates' specific circumstances. Members of the doctoral committee indicate their approval of the dissertation proposal through their signatures on the Approval of Dissertation Proposal form (Appendix Nine).

The Dissertation Proposal

Under the supervision of the doctoral committee, the candidate discusses the following in the dissertation proposal

- purpose of the study;
- methodology and research question(s);
- theories and concepts in the literature that provide a theoretical framework for the dissertation; and
- the rationale for the proposed dissertation.

Acceptance of the proposal is at the discretion of the candidate's doctoral committee. This decision is made at a face-to-face meeting. The supervisor and candidate are present, and doctoral committee members who are not present in person participate via video or teleconference. In order to proceed to work on the dissertation itself, the proposal must address clearly the points listed above. At the proposal meeting, the candidate discusses and defends the proposal to the satisfaction of the doctoral committee. Before signing the Approval of the Dissertation Proposal form (see Appendix Nine), the doctoral committee is confident that the candidate is ready to proceed with the proposed research. At this time, the proposal may be submitted to the Ethics Committee at the home university in order for the candidate to gain ethical clearance to begin data collection. Ethical approval is required as well from any other institutions or organizations involved in the study. Candidates are required to familiarize themselves with Ethics Committee protocols at their home universities.

Candidates may not begin data collection until the dissertation proposal has been completed successfully to the satisfaction of the doctoral committee, and ethical clearance has been granted by the home university, as well as by other agencies and/or individuals involved in the proposed research.

The Dissertation

The supervisor and doctoral committee who guided candidates through the successful completion of the oral examination of the comprehensive portfolio and dissertation proposal continue to work with the candidates on the dissertation. The doctoral committee is composed of a minimum of three designated faculty from at least two participating universities, including the supervisor. Candidates and their doctoral committees follow the specific policies and procedures of the home university with respect to dissertation preparation, oral defence of the dissertation, submission of the dissertation, and convocation procedures.

For further information about the dissertation please refer to the Office of Graduate Studies in Education at each home university.

<http://www.brocku.ca/gradstudies/>

<http://education.lakeheadu.ca/graduate>

<http://www.uwindsor.ca/grad>

Wording on the Joint PhD in Educational Studies Degree Certificate is as follows: Doctor of Philosophy in Educational Studies. The home university awards the Joint PhD in Educational Studies degree.

Section Four: Roles and Responsibilities

This part of the Handbook describes roles and responsibilities of program participants as conceived by the Program Committee. Defined roles and responsibilities are in keeping with the program mission statement and vision, and are intended to complement policies and procedures in place at the home universities.

The Doctoral Student

Doctoral supervisors and students engage in lengthy mutual commitments and scholarly relationships with each other. For full-time students, supervision may continue for six years, and for part-time students, supervision may continue for eight years. Students are expected to select their supervisors upon applying to the program and are encouraged to consult with potential supervisors as well as the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in the Faculty of Education prior to application. As a first step, applicants are encouraged to consult the Designated Faculty list posted on the program website at www.jointphdined.org as well as home university websites. The area of expertise offered by potential supervisors must match closely with the research interests of applicants.

Once admitted, all doctoral students are expected to be familiar with the rules and protocols of the program as well as the home university. Through the supervisor as the primary contact, doctoral students work with a minimum of two doctoral committee members. With the assistance and guidance of their supervisors and doctoral committees, doctoral students retain their focus on short and long-term goals by remaining committed to the time lines outlined in the Plan of Study. When students undertake the directed study, they develop a syllabus with their supervisors and/or instructors and register for the directed study following the deadlines and procedures of the home university.

Doctoral students are expected to assume personal responsibility for their growth and learning as scholars. Understanding research and scholarship refers to acquiring a global understanding of the importance of creating new knowledge and becoming immersed in the research culture within the context of the field of study and dissertation topic. Students also are expected to assume responsibility for the implications of knowledge generation, as well as understanding the contexts and research paradigms within which that knowledge is situated.

Committed to scholarship, successful doctoral students establish collegial partnerships with other students and faculty members. Either as the sole author or working with co-authors, they engage in scholarly activity. This could include submitting manuscripts to refereed journals for blind review; submitting research proposals at referred conferences, and writing applications for grants and scholarships. It could also include maintaining contact with “the field” via workshops and writing publications that impact practice.

Successful doctoral students work collaboratively and collegially with their supervisors and doctoral committees, keeping these individuals informed of their academic progress. They are expected to be aware of the ethics of scholarship and act accordingly, including research ethics and issues such as determining authorship credit in their publications.

Changing Supervisor or Committee Members

Only in exceptional circumstances do students change supervisors. In such cases, students contact their current supervisors to discuss the situation. As well, students are expected to consult the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education who will work with them and their supervisors. Students wishing to make an internal change of supervisors (i.e., within the home university), must inform the original supervisor and the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education immediately. Once approval of the Associate Dean, Graduate Program Director, or Chair has been obtained, the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will notify the original supervisor, new supervisor, and committee members. If students seek to transfer to a different home university or field of study, they should consult Section Two of this Handbook (Transfers), for further information.

Except under extreme circumstances such as death or critical illness, at no time do doctoral students decide to effect a change on the doctoral committee without consulting first with the supervisor, Associate Dean, Graduate Program Director, or Chair of Graduate Studies, and all doctoral committee members. All communication regarding changes to the doctoral committee must take place through the office of the Associate Dean, Graduate Program Director, or Chair, with the full knowledge and consent of all doctoral committee members. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies is required to inform the Office of the Secretariat of changes in the composition of the doctoral committee.

Designated Faculty Members

Designated faculty members have a completed doctoral degree, are appointed supervisory and instructional status at their home universities, and are listed in the Directory of Designated Faculty of the Joint PhD in Educational Studies program accordingly. Designated faculty members are engaged in an active program of research. Typically, they may sit on doctoral committees and/or teach in the program, serve on home university Faculty of Education graduate studies committees, admissions committees, the Program Committee, or other ad hoc committees. Designated faculty facilitate doctoral students' immersion into the research culture through their teaching, research, and doctoral committee work.

Instructors

Instructors are designated faculty members assigned to teach in the program. Instructors submit course outlines and grades as outlined in this handbook. Instructors also are familiar with the current grading policies of the home universities.

Instructors provide helpful and timely feedback to doctoral students throughout and following course offerings. Whenever and wherever reasonably possible, instructors shall communicate some meaningful feedback about students' formative and/or summative course performances throughout the course. This feedback should be provided no later than one week prior to the last date for withdrawal without academic penalty as outlined in the Academic or Graduate

Calendars of the home universities. Instructors also shall provide meaningful performance feedback within approximately two to three weeks following course completion and/or the submission of final course assignments. Students are encouraged to seek performance feedback from their course instructors at any time.

Doctoral Seminar I and II are full-credit courses delivered over the month of July. When teaching Doctoral Seminar I or Doctoral Seminar II, instructors are encouraged to embed best practices with respect to obtaining student feedback, throughout the duration of the course, regarding course content, structure, and pedagogy.

When teaching an online course in the program, the Program Committee requires instructors to use the D2L platform provided by the Office of the Secretariat. Instructors expecting to teach fall and winter online courses are invited to attend (face-to-face or by distance) the Doctoral Seminars the preceding summer in order to meet their students.

Instructors communicate when necessary with the Program Committee and Director. They participate as required in planning meetings and in committee discussions about the program, providing input and feedback. They undertake to keep themselves informed and up-to-date on policies and protocols, and rules and regulations of the program. Similarly, they ensure that the students they work with are informed of these protocols, rules, and regulations.

The Dissertation Supervisor

Dissertation supervisors have completed doctoral degrees. They are full-time designated faculty members of the Faculty of Education at students' home university. They have completed supervision of at least one thesis at the Master of Education level and meet the criteria for supervision as specified by their home university. Supervisors are involved fully in graduate studies via instruction, supervision, and committee work. Supervisors are engaged in an active program of research and have relevant expertise in the subject matter to be researched by their students.

Supervisors are first readers of comprehensive portfolio documents, the dissertation proposal, and the dissertation. As such, supervisors ensure their students' knowledge of the literature in the field of study and research topic is as broad and thorough as it is deep. Supervisors are responsible for ensuring that the comprehensive portfolio, dissertation proposal, and dissertation are complete and ready for viewing by second readers or doctoral committee members, as well as members of ethics committees and examiners.

Supervisors facilitate the creation of communities of colleagues for their students, reaching out to the participating universities and beyond. Supervisors guide their students' overall progress through the program. Supervisors, doctoral committee members, and students share responsibility for students' depth of knowledge within the research topic and field of study.

Supervisors provide helpful and timely feedback on drafts of written material submitted. When required, supervisors provide feedback via the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university on matters pertaining to supervision of particular students. Supervisors (rather than students), generally initiate first contact with potential committee members to ascertain availability and interest in working on the doctoral committee.

Supervisors participate in committee discussions about the program, providing input and feedback. They keep themselves informed and up-to-date on policies and protocols, rules and regulations of the program. Similarly, they ensure that the students they work with are informed too.

In very rare instances, two faculty members may work to co-supervise a doctoral student as specified by the policies and procedures of the home university. In such cases, both faculty members must be identified as designated faculty qualified to supervise doctoral dissertations at the home university. Co-supervisors are identified within the first year of the program and typically at the time of application to the program, with a strong rationale provided for this arrangement. The Program Committee and Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education must approve the co-supervision. Co-supervisors share equally in the roles and responsibilities of advising students throughout the program. Students and faculty considering co-supervision are encouraged to consider processes that will be used to ensure equity between supervisors, equal enactment of all supervisory responsibilities, and the vetting of disagreements prior to requesting such an arrangement.

Student Entry into the Program

When admitted to the program, supervisors assist incoming students with course planning and completing the Plan of Study form. At this stage, there is general agreement between students and supervisors about the comprehensive portfolio, proposed dissertation topic, and methodology. Students and supervisors continue to engage in developing and refining the comprehensive portfolio, dissertation topic, and methodology throughout the program. Supervisors may undertake to guide students through the Directed Study elective course, or they may advise students about alternative course options.

Sabbatical Leaves and Retirement

Supervisors always advise the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education as well as their doctoral students when they will be on sabbatical or other types of leave. They also inform the Associate Dean or Chairs, as well as their doctoral students, about retirement planning, keeping in mind the expectations for mentorship and timely feedback as well as the extended timelines typically required for completion of the dissertation. If necessary, alternate plans for supervision must be made if it is impossible for supervisors to maintain contact with students during these intervals. Normally, supervisors play a key role in securing temporary or permanent alternate supervision for students.

Mentoring

Supervisors provide crucially important mentoring. They engage in regular discussions with their students to ascertain their progress in the program and to provide feedback and ongoing support. Supervisors steer their students from scholarship at the master's level to scholarship at the doctoral level by extending their participation in the research culture and scholarship. Supervisors may facilitate partnership possibilities for students to support their entry into academia through scholarly activities such as publishing, conference presentations, fieldwork, and so on. Supervisors consult with students, and the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education when necessary, to complete the Annual Progress Report Form.

Students also may choose to consult supervisors on non-academic personal matters affecting progress in the program. In such cases, supervisors may direct students to relevant university support services.

Policies, Procedures, and Academic Protocols

Supervisors are aware of policies and procedures governing graduate studies at the home university. Supervisors are familiar with the policies outlined in the latest version of the program Handbook and check the program website regularly. Supervisors are aware of and inform their students about program and scholarly events (conferences, meetings).

Supervisors, committee members, and students ensure that the comprehensive portfolio, dissertation proposal, and dissertation are prepared satisfactorily. Through the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, supervisors also ensure that internal and/or external examiners are identified and contacted for oral examination of the comprehensive portfolio as well as the dissertation. Students never initiate any contact with examiners until after the successful conclusion of an oral examination.

The dissertation is submitted for internal and external examination when students' supervisors and doctoral committees identify that it is of sufficient academic quality to pass internal and external examination. The completed dissertation must be free of typographical and grammatical errors. As well, the table of contents, references, appendices, and any other materials supplementary to the main text must be in their final form. Home university regulations govern the preparation of the dissertation, its examination, and oral defence and must be consulted carefully by all participants in the process.

The Doctoral Committee

Doctoral students shall have the guidance of a doctoral committee. The committee consists of a minimum of three designated faculty members (see Appendix Four). The University of Windsor requires an additional doctoral committee member to serve as the External Program Reader. This committee member must have Graduate Faculty Status at the University of Windsor and be external to the Faculty of Education.

In rare cases, a supervisor may deem it necessary to appoint an additional committee member. This committee member must be a designated faculty member at either the home university or participating university. The existing doctoral committee should agree on the need to include an additional member on the doctoral committee should this request occur after the doctoral committee is first struck. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university and the Program Committee must approve the inclusion of the additional committee member.

In very rare cases, a supervisor might deem it necessary to appoint a qualified faculty member, or an individual of equivalent status, from outside the Joint PhD in Educational Studies program to serve on a doctoral committee. This person will offer specialized and unique competencies in the dissertation topic and/or research methodology. The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at the home university and the Program

Committee must confirm that the inclusion of the additional committee member as necessary and acceptable. Usually, this person will become the fourth committee member of the doctoral committee. In all cases, such appointments will be made at the discretion of the Associate Dean, Graduate Program Director, or Chair and Program Committee, and home university policies will apply. Upon appointment, the additional faculty member is expected to fulfill all duties and responsibilities associated with being a member of the doctoral committee and assumes equal responsibility supporting, mentoring, and evaluating the student's progress through the comprehensive portfolio, dissertation proposal, and dissertation as well as other responsibilities and duties as outlined in the Joint PhD Handbook and the policies and practices of the home university.

Doctoral committee members are second readers of comprehensive portfolio documents, the dissertation proposal, and the dissertation. Beyond the supervisor, at least one doctoral committee member is a member of designated faculty at a partner university, while the second committee member is a designated faculty member at the home university. Committee members' research interests correlate with students' research topics with respect to subject area, methodology, and research design.

Committee members inform supervisors when they plan to be on sabbatical or other types of leave. They also inform supervisors and students about retirement planning, keeping in mind the expectations for full participation and timely feedback as well as the extended timelines typically required for student completion of the dissertation. If necessary, alternate plans for committee membership must be made if it is not possible for the committee member to maintain contact with students during these intervals.

Feedback to Students

In order to expedite degree completion, supervisors and committee members will normally provide students with feedback and constructive comments on drafts of the comprehensive portfolio, dissertation proposal, and dissertation within two to three weeks. The supervisor and committee members clearly indicate required revisions throughout the development of the comprehensive portfolio. Revisions to these texts typically require several drafts and, in some cases, may require more.

Examiners

The following policies regarding examiners for the comprehensive portfolio and dissertation apply:

Comprehensive Portfolio

- The external examiner for the comprehensive portfolio defence is external to the student's doctoral dissertation committee. The external examiner is a designated faculty member at one of the participating universities, is situated in the student's field of study, and is at arms-length from the student.
- The Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education will decide whether a committee member or examiner will travel to participate at the defence.

This decision is contingent on funding and availability. Otherwise, participation takes place via audio or videoconference.

Dissertation

- The external examiner for the dissertation examination is external to the student's doctoral dissertation committee and is a faculty member from a university outside the program. The appointment of an external examiner for a dissertation examination is subject to the approval of the Dean of Graduate Studies and follows procedures outlined by the home university.
- The internal examiner for the dissertation examination at Brock University is a full-time tenured faculty member at Brock University, external to the Faculty of Education. They are not the student's personal friend, past or current research collaborator, or past instructor/supervisor.
- The internal examiner for the dissertation examination at Lakehead University is a member of the Faculty of Graduate Studies and a full-time or adjunct faculty member of the Faculty of Education. They are not the student's personal friend, past or current research collaborator, or past instructor/supervisor.
- The external program reader at the University of Windsor is a faculty member of the Faculty of Graduate Studies and external to the Faculty of Education. The external program reader is appointed to the student's doctoral committee at the time the committee is struck.
- In the case of a dissertation examination, home university policies and travel allowances for examiners attending doctoral dissertation examinations apply.

The Program Committee

The Program Committee is composed of university representatives and the Director. The representatives are either the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education. In some cases, a designated faculty member serves as a representative for the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education. The Director chairs the Program Committee.

The Program Committee and Director meet monthly, via teleconference. The Program Committee members meet face-to-face at least once a year.

Members of the Program Committee represent the Secretariat at their home universities, as well as represent their home universities on the Program Committee. Program Committee members establish committees composed of designated faculty at each of their home universities to assist them in developing and implementing the program.

Informed by the home university committees, the Program Committee develops policy and protocols for the program as a whole. The Program Committee members communicate with faculty

members and students at the home university, keeping them informed about policies and protocols, as well as rules and regulations of the program.

The Program Committee manages applications to the program, taking into consideration the quality of applicants and resources available at the participating institutions.

The Program Committee addresses student appeals and withdrawal requests, as well as all transfers including supervisory, field of study, and home university. The Program Committee works with the Director and consultants on the planning and development of promotional material, summer keynote speakers, and other such matters.

The home universities reimburse expenses for instructors for travel and accommodation while teaching the summer doctoral seminars. The home university hosting the summer doctoral courses absorbs costs relating to coordination of instructor planning sessions, secretarial support, room bookings, printing, and temporary offices for visiting faculty. The host university, for the summer doctoral courses, provides two instructors, one for each of Doctoral Seminar I and II.

The Joint PhD Program Director/Office of the Secretariat

Overall administrative responsibility for the program lies with the Director and Program Committee. The Director serves as Chair of the Program Committee and functions as an independent administrator, serving the best interests of the program as a whole. The administrative assistant manages the Office of the Secretariat under the supervision of the Director.

The Director schedules meetings, and is responsible for proper preparation and recording of agendas and meeting minutes. The Director reports to the participating Deans of Education regularly and Deans of Graduate Studies as required. With the Program Committee, Faculty Deans, and designated faculty, the Director facilitates reflection on the goals of the program in order to create policy and procedures, and to implement change. The Director liaises with the Program Committee in making decisions regarding appeals, withdrawals, field of study and home university transfers, and other such matters. The Director prepares material as required by the Universities Council on Quality Assurance for submission to The Institutional Quality Assurance Process (IQAP) at the home university, and liaises through the Deans of Education and Graduate Studies in the preparation and management of this material.

The Office of the Secretariat is housed at the home university of the Director and administrative assistant. The Director ensures that the Office of the Secretariat holds a complete set of student and program records, policies and procedures, forms, and all program communications. The Director ensures course evaluations are carried out and distributed by the administrative assistant according to union agreements at the home universities.

The Director coordinates admissions to the program. With the Program Committee, the Director coordinates instructor workload for courses in the program. The Director also facilitates course development, and coordinates the annual keynote speaker and all special events.

The Director oversees the creation and production of all print and image material, including the Program Handbook, website, and newsletters. They ensure that Desire2Learn functions

smoothly, liaising between their home university distance education department, online course instructors, and students. They engage in regular communication with students, faculty, Program Committee, Deans and support staff on a regular basis through the Office of the Secretariat. Working collaboratively with the Program Committee, they ensure that all program participants are informed of important events such as doctoral dissertation oral defence examinations. From time-to-time, they meet with students and faculty to discuss their program experiences and aspirations for the program.

Graduate Student Records

Graduate student records (electronic and hard copy) are developed and maintained for all individuals enrolled in the Joint PhD in Educational Studies program. Graduate student records are held in a locked/secured location at the Office of the Secretariat and the home university. Graduate student records are considered active for students enrolled in the program (including leave of absences/inactive terms) and for a period of five years following graduation or withdrawal (voluntary/involuntary) from the program.

The Program Director, Administrative Assistant, and Program Committee have direct access to information contained in graduate student records held in the Office of the Secretariat and will access this information only as it pertains to their official duties and as permitted by FIPPA. Circumstances may arise where information contained the graduate student records may be required by offices at the partner universities. In these cases, requests for access should be made in writing to the Program Director who may approve the request as permitted by FIPPA and with the practices and policies of the home university. The Office of the Secretariat may use information in the graduate student records for statistical and other analyses intended to support, improve, and promote the academic programming, daily operations, and services of the Joint PhD in Educational Studies program.

Individuals may review all documents contained in their graduate student records held by the Office of the Secretariat, with the exception of evaluations and letters of reference that are understood to be confidential. Students may request that erroneous information contained in their records be corrected and that recipients of any information found to be in error be advised of the correction. Individuals wishing to review their student record normally make an appointment with the Office of the Secretariat.

The Office of the Secretariat maintains graduate student records for five years after individuals graduate or withdraw (voluntary/involuntary) from the program. Following the five-year interval, all documents contained in the graduate student record are shredded/destroyed using the services of a bonded, shredding company. The Office of the Secretariat maintains disposal records for all shredded/destroyed files.

Graduate student records held at the Office of the Secretariat may contain original or copies of some or all of the following

- annual progress reports;
- application;
- approval of special requests/related correspondence;
- comprehensive portfolio proposal and defence forms;
- Dean's committee review reports;

- departmental safety forms;
- dissertation examination notifications;
- documentation regarding Code of Student Conduct;
- English language test scores;
- external examiner reports (comprehensive portfolio);
- independent study/internship forms;
- letters from the program;
- letter of acceptance/advisor identification notation;
- plan of study forms;
- research fellowship/assistantship documentation;
- research plan/statement of intent;
- student reports and supervisor comment forms;
- TA/GA contracts;
- work permits; and
- writing samples.

Program partners follow the policies and procedures outlined at each home university for the development, maintenance, access, and disposal of graduate student records.

Appendix One: Application Research Plan Template

Your research plan should contain the following elements and be submitted to the Joint PhD in Education Studies with the rest of your application package. Bear in mind that your plan will likely change as you move through the program. This is just an initial explanation of your area of interest and understanding of the field. Please remember to delete the instructions before you submit. The maximum length is 1500 words (not including the title, your name, your topic, your supervisor's name, or references).

Your Name:

Your Topic:

Your proposed supervisor(s): You should have been in contact with your proposed supervisor(s) prior to applying to the program. You may ask them to read over this document prior to your application

Significance of research and topic

Describe the broad context of the research and the overall contribution that will be made to the general field of research. If you have a personal connection to the research, this is where you would include that. (300-400 words)

Research question

Indicate the potential key question that your research will address.

Literature overview

Situate your proposed research within the current literature in the topic area. This should be your most substantial section. (400-500 words)

Proposed methodology

Describe the methodology to be used in the proposed research and why it is appropriate to the research questions and purpose. This should include the participant group you are interested in as well as the proposed methods.

Your previous work in the field (optional)

If you have done a Master's thesis or other research project within the proposed topic area, you should outline that briefly here.

References

This section does not count towards the word limit.

Appendix Two: The Plan of Study Form

Student:	Entry Year:	Full-time/Part-time:
Supervisor:	Field:	

Program Requirements (please include all program requirements in the table below)

- Doctoral Seminar I (first summer, face-to-face, rotating sites, 1.0 FCEs)
- Field of Study Course (first fall, online, 0.5 FCEs)
- Specialization Elective/Directed Study (0.5 FCEs)
- Doctoral Seminar 2 (second summer, face-to-face, rotating sites, 1.0 FCEs)
- Research Proposal Colloquium (winter or fall, online, 0.5 FCEs)
- Additional courses required
- Comprehensive Portfolio (1.5 FCEs)
- Proposal and Dissertation (5.0 FCEs)

Normally, full-time students complete this program in 6 years and part-time students in 8 years with a minimum of 3 years required. The Joint PhD academic year consists of three terms. Students must be enrolled continuously.

Summer	Fall	Winter
Year 1	Year 1	Year 1
Year 2	Year 2	Year 2
Year 3	Year 3	Year 3
Year 4	Year 4	Year 4
Year 5	Year 5	Year 5
Year 6	Year 6	Year 6
Year 7	Year 7	Year 7
Year 8	Year 8	Year 8

Signed and dated:

Student: _____

Supervisor: _____

Signature of Associate Dean (Windsor)/Chair
of Graduate Studies in Education (Lakehead)/
PhD Graduate Program Director (Brock): _____

Director: _____

Plans of Study are kept on file at the Offices of the Secretariat and Graduate Studies at each home university.

Appendix Three: The Annual Progress Report Form

In the spring term of each year, please meet with your Supervisor to discuss your progress in the Joint PhD program, and complete the Annual Progress Report Form. May 15th is the deadline date for submission of this form to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education at your home university. By June 1st this form is submitted to the Office of the Secretariat. The Office of the Secretariat will provide copies of the submitted Annual Report to students and all designate faculty serving on doctoral committees. Copies are kept on file at the Secretariat and Graduate Studies offices at the home universities.

Student			
Year of entry to program		Full or Part-Time Status	
Home university			
Field of Study			
Supervisor			
Committee members			

Please indicate in the chart below which program requirements are completed, in progress, or incomplete. Please include the term and year of completion, or the expected term and year of completion.

Course/Program Requirement	Incomplete (Indicate term/year of expected completion)	Currently in progress	Completed (Indicate term and year of completion)
Doctoral Seminar I			
Field of Study course (online)			
Doctoral Seminar II			
Specialization Elective/ Directed Study			
List any additional course(s) if required			
Research Colloquium (online)			
Comprehensive Portfolio			
Comprehensive Exam of Portfolio			
Dissertation Proposal			
Dissertation (indicate expected date of oral defence)			

1. Please reflect on your experiences and accomplishments in the program over the past year. Use extra paper if necessary.

2. Please describe your goals for the coming academic year.

3. If you plan to be enrolled full time in the next academic year, please describe funding sources, including (successful) applications for internal or external funding.

5. Supervisor's Comments:

6. Comments by Associate Dean (Windsor)/Chair of Graduate Studies in Education (Lakehead)/ PhD Graduate Program Director (Brock):

Progressing without concern. Yes No

Signature of Student and date: _____

Signature of Supervisor and date: _____

Signature of Associate Dean (Windsor)/Chair of Graduate Studies in Education (Lakehead)/ PhD Graduate Program Director (Brock) and date: _____

Appendix Four: Comprehensive Portfolio & Doctoral Committee

This form is to be completed and forwarded to the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education for review and approval. The signed form is then to be forwarded to the Office of the Secretariat.

Supervisor (first reader¹): _____

Committee Member 1(home university²): _____

Committee Member 2 (partner university³): _____

Committee Member 3 (External Program Reader University of Windsor⁴): _____

¹ Supervisors are first readers of students' work. They are designated faculty members in the Joint PhD in Educational Studies program at students' home universities. Supervisors have supervised one thesis to completion at the Master of Education level. Supervisors are present in person at the comprehensive portfolio, dissertation proposal, and dissertation examinations.

² Doctoral committee members are second readers. Committee members attend comprehensive portfolio, dissertation proposal meetings, and portfolio and dissertation examinations in person or via video or teleconference. All committee members are designated faculty members in the Joint PhD in Educational Studies program.

Designated faculty have a completed doctoral degree and are provided status as an instructor, doctoral committee member, and/or supervisor by the home university. Typically, they are full-time faculty members in the Faculties of Education and Graduate Studies at the participating universities. Designated faculty are engaged in an active program of research and scholarship, and they facilitate doctoral students' immersion into the research culture through their teaching, research, and doctoral committee work. Designated faculty are listed in the Directory of Designated Faculty, Joint PhD in Educational Studies program (www.jointphdined.org).

³ Including the supervisor, the doctoral committee is composed of a minimum of three, designated faculty from at least two participating universities.

⁴ In exceptional situations, an individual with appropriate academic qualifications from outside the program may serve as an additional committee member. Approval is required from the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education and the Program Committee.

* The University of Windsor requires an additional doctoral committee member to serve as the External Program Reader. This committee member must have Graduate Faculty Status at the University of Windsor and be external to the Faculty of Education.

Signed and dated:

Student: _____

Supervisor: _____

Signature of Associate Dean (Windsor)/Chair
of Graduate Studies in Education (Lakehead)/
PhD Graduate Program Director (Brock): _____

Appendix Five: Application for Oral Examination of the Comprehensive Portfolio

This form typically is completed when the supervisor, doctoral committee members, and student consider the comprehensive portfolio ready for examination. The form is to be completed by the supervisor on behalf of, and in consultation with, the doctoral committee and student.

The external examiner is a designated faculty member from one of the participating universities who is situated in the student's field of study (FOS). The external examiner may be a designated faculty member at the student's home university and is at arms-length from the student (e.g., not a current or former research partner/research assistant, teaching assistant, instructor, or personal acquaintance).

In most instances, the doctoral committee will agree on the readiness of the comprehensive portfolio with respect to proceeding to examination. In rare instances when there is a difference of opinion about the readiness of the comprehensive portfolio for the oral examination, students, supervisors, and committee members may consult the Associate Dean, Graduate Program Director, or Chair of Graduate Studies. The majority of the doctoral committee (3-out-of-4 or 4-out-of-5) must agree about the readiness of the comprehensive portfolio in order to proceed to examination. A member of the doctoral committee who holds an alternative or dissenting opinion is encouraged to submit a minority report.

Student Name (Please Print): _____

Field of Study (Please Circle): Cognition/Learning, Educational Leadership/Policy, Social/Cultural/Political Contexts

Signature: _____ Date: _____

Title of Comprehensive Portfolio: _____

Doctoral Committee Approval: Please indicate your agreement as to whether the comprehensive portfolio is ready to proceed to examination. **YES**, I agree that the comprehensive portfolio is ready to proceed to examination, or **NO**, I do not agree that the comprehensive portfolio is ready to proceed to examination (please attach minority report).

Supervisor: Name (Please Print): _____ Yes No

Signature: _____ Date: _____

Committee Member: Name (Please Print): _____ Yes No

Signature: _____ Date: _____

Committee Member: Name (Please Print): _____ Yes No

Signature: _____ Date: _____

Committee Member: Name (Please Print): _____ Yes No

Signature: _____ Date: _____

POSSIBLE EXTERNAL EXAMINERS (Name and contact information)

1. _____
2. _____
3. _____

Signature of Associate Dean (Windsor)/Chair
of Graduate Studies in Education (Lakehead)/
PhD Graduate Program Director (Brock): _____

Appendix Six: Protocol for Oral Examination of the Comprehensive Portfolio

The committee examining the student at the oral examination (the comprehensive portfolio examination committee, hereafter referred to as the examination committee) is composed of no fewer than five and no more than six members, as follows:

1. The Chair of the Oral Examination of the Comprehensive Portfolio Committee

Typically, this person is the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education, but in some cases the Associate Dean, Graduate Program Director, or Chair of Graduate Studies in Education may appoint a designate to serve as Chair. The Chair is present in person and does not ask substantive and/or evaluative questions. The Chair ensures that the defence is conducted fairly, in accordance with the protocol described here.

2. The candidate's supervisor, who is typically present in person.

3. All Other Members of the Doctoral Committee

Doctoral committee members attend in person or via video or teleconference. Beyond the supervisor, the members will total two designated faculty members. In some cases, an additional faculty member may serve as an additional committee member (see page 33 for a description of the membership of the Doctoral Committee).

4. The External Examiner of the Comprehensive Portfolio

The external examiner attends in person or via video/teleconference.

All members of the examination committee and the student are required to remain present during the oral examination of the comprehensive portfolio until the examination concludes. The examination may be postponed if one or more of the examination committee members are absent.

Order of Events: Public Presentation and Oral Examination

- The examination committee holds an in-camera meeting before the examination begins. Under the direction of the Chair, the examination committee reviews procedures, and confirms that the required committee members are in attendance.
- In consultation with the examination committee, the Chair determines the order in which questions are to be asked, as well as the approximate time to be allotted to questions (typically 10 minutes per examining member per questioning round, with two rounds of questioning possible).
- The student is invited into the examination room as well as members of the university community.
- The student makes a presentation that typically is about 20 minutes in length. The presentation focuses on revealing the student's expertise in relation to the criteria outlined below and as evidenced in the material included in the comprehensive portfolio (please refer to Section Three for a complete description of the comprehensive portfolio).
 - A deep understanding of concepts, theories, and issues in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.

- Knowledge of current literature and research methods in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.
- Ability to analyze, synthesize, and critique research literature and related research paradigms in the FOS with the possibility of forming links to aspects of the FOS that are relevant to the dissertation topic.
- The Chair invites members of the examination committee to ask questions. Usually, there are two rounds of questions. At this point, the Chair also may invite questions from members of the public. The examination committee focuses on examining the student in relation to the evaluation criteria listed above.
- When questioning is completed, the Chair asks members of the university community and the student to leave the room.
- The Chair moderates an in-camera session where the examination committee decides the outcome of the oral examination of the comprehensive portfolio. The examination committee attempts to arrive at a decision by consensus. If consensus is not possible the examination committee votes. In the event of a tie the Chair casts the deciding vote, with the majority vote holding.
- The examination committee considers both the comprehensive portfolio and the oral defence of it when deciding the outcome of the examination. There are three possible outcomes:
 - 1) The majority of the examination committee members consider the comprehensive portfolio and oral defence acceptable. No changes are required beyond the correction of typographical errors and perhaps minor corrections of wording. The student's supervisor reviews and approves the corrections. The examination committee completes the Oral Examination of the Comprehension Portfolio Approval form (Appendix Six) that is forwarded to the Graduate Studies in Education office and the Office of the Secretariat.
 - 2) The majority of the examination committee members consider the comprehensive portfolio and oral defence acceptable. Although a second oral examination is not scheduled, more significant changes/inclusions are required of the comprehensive portfolio. The student's supervisor and doctoral committee review and approve the revisions. When the student successfully revises the comprehensive portfolio, the examination committee completes the Oral Examination of the Comprehension Portfolio Approval form (Appendix Six) that is forwarded to the Graduate Studies in Education office and the Office of the Secretariat.
 - 3) The majority of the examination committee members consider the comprehensive portfolio and/or oral defence of it unacceptable. Procedures for unfavourable judgements are outlined below.
- Once the examination committee has made its decision, the student is invited back into the examination room and the Chair conveys the examination committee's decision to the student.

Unfavourable Judgements

The examination committee determines what revisions are required of the comprehensive portfolio, as well as whether a second oral examination is required. To follow up, the Chair informs the student and all members of the examination committee in writing of the examination committee's final decisions regarding any or all of the following:

- Specific revisions required of the comprehensive portfolio.
- The date for resubmission of the comprehensive portfolio (normally within six months).
- The person delegated to supervise revisions (usually the supervisor and in some cases also the doctoral committee).
- The date for the second oral examination.

When the student successfully defends the comprehensive portfolio, the examination committee completes the Oral Examination of the Comprehension Portfolio Approval form (Appendix Six) that is forwarded to the Graduate Studies in Education office and the Office of the Secretariat.

Appendix Seven: Oral Examination of the Comprehensive Portfolio Approval Form

Student: _____ Student ID: _____

Date: _____ Field of Study: _____

Doctoral Committee Members:

Supervisor: _____

Committee Member: _____

Committee Member: _____

Committee Member (Optional): _____

External Examiner: _____

Associate Dean (Windsor)/Chair Graduate
 Studies in Education (Lakehead)/PhD Graduate
 Program Director (Brock) or Designate: _____

The signatures below affirm that the named student has successfully completed the oral examination of the comprehensive portfolio.

Signatures	Date
Student:	
Supervisor:	
Committee Member:	
Committee Member:	
Committee Member (Optional):	
Associate Dean (Windsor)/Chair Graduate Studies in Education (Lakehead)/PhD Graduate Program Director (Brock) or Designate:	
External Examiner:	

Appendix Eight: Comprehensive Portfolio Digitization and Release Form

I hereby consent to the digitization (pdf) and uploading of my defended comprehensive portfolio (with any required revisions) to secure, password-protected sites hosted at Brock University, Lakehead University and the University of Windsor, which will be monitored by the Office of the Secretariat of the Joint PhD in Educational Studies program. I understand that I may choose to remove any personal information contained in my comprehensive portfolio (e.g., vitae). I also understand that all current students and faculty of the Joint PhD in Educational Studies program (Brock University, Lakehead University, and University of Windsor) will have access to my portfolio. The sites clearly state that all materials contained within are copyrighted and that reproduction (whole or part) or distribution (whole or part) of any materials, including my portfolio, is forbidden. I understand that at my request, my comprehensive portfolio will be removed from the online sites by contacting the Office of the Secretariat to be updated

(Name of Doctoral Candidate)

(Signature of Doctoral Candidate)

(Date)

Appendix Nine: Approval of the Dissertation Proposal Form

Student: _____

Date: _____

Title of proposed dissertation topic as outlined in the proposal: _____

The names and signatures below affirm that the doctoral committee approves of the dissertation proposal, and that the candidate may now move forward to gain Research Ethics clearance from the home university and all relevant institutions prior to engaging in data collection.

Name and Signature	Home University
Student:	
Supervisor:	
Committee Member:	
Committee Member:	
Committee Member:	
Associate Dean (Windsor)/Chair of Graduate Studies in Education (Lakehead)/ PhD Graduate Program Director (Brock):	

Appendix Ten: Joint PhD in Educational Studies Program
Course Evaluation Form
Course Evaluation of (Title of the Course)
Term and Year

Please read each statement and select the response that best summarizes your opinion.

Key: 1 2 3 4 5
 Strongly Agree Agree Neutral Disagree Strongly Disagree

1. The objectives of the course were clearly stated.
2. A stimulating and interesting learning environment was established.
3. The course (readings, discussion, assignments) required me to examine appropriate research methodologies and theories.
4. The expectations and workload were reasonable and appropriate.
5. The readings and course materials enriched the course content.
6. The evaluation criteria were clearly stated.
7. The evaluation criteria were fair.
8. I received feedback during the course based on my assignments.
9. I learned a great deal in this course.
10. The course content was current and relevant.

	1	2	3	4	5

Please provide written comments. Use additional paper if necessary.

Joint PhD in Educational Studies Program Evaluation of Instructor (Name)

Please read each statement and select the response that best summarizes your opinion.

Key: 1 2 3 4 5
 Strongly Agree Agree Neutral Disagree Strongly Disagree

	1	2	3	4	5
1. The instructor was knowledgeable.					
2. The instructor demonstrated respect and interest in students.					
3. The instructor was clear and reasonable in terms of time lines.					
4. The instructor encouraged students to inquire, question and reflect.					
5. The instructor was prompt in returning my assignments.					
6. The instructor was accessible to students.					
7. The instructor established good rapport with students in this course.					
8. The instructor facilitated group interaction and discussion.					
9. The instructor encouraged and facilitated individual growth.					
10. The instructor encouraged student ownership and self-direction.					

Please provide written comments. Use additional paper if necessary.

Joint PhD in Educational Studies Program Evaluation of Online Instruction in this Course

Please read each statement and select the response that best summarizes your opinion.

Key: 1 2 3 4 5
 Strongly Agree Agree Neutral Disagree Strongly Disagree

1. Online communication between all participants was well organized and effective.

2. Course materials including course outlines and readings were easily accessible online.

3. The online component was supplemented by other modes of communication, such as teleconferencing, videoconferencing, and email.

	1	2	3	4	5
1. Online communication between all participants was well organized and effective.					
2. Course materials including course outlines and readings were easily accessible online.					
3. The online component was supplemented by other modes of communication, such as teleconferencing, videoconferencing, and email.					

Please provide written comments. Use additional paper if necessary.

Joint PhD in Educational Studies Program Evaluation of Technical Set Up and Support for this Course

Please read each statement and select the response that best summarizes your opinion.

Key: 1 2 3 4 5
 Strongly Agree Agree Neutral Disagree Strongly Disagree

1. D2L functioned well in this course.

2. Adequate technical support was available

3. Overall, doing this course online was a good educational experience for me.

	1	2	3	4	5
1. D2L functioned well in this course.					
2. Adequate technical support was available					
3. Overall, doing this course online was a good educational experience for me.					

Please provide written comments. Use additional paper if necessary.

Appendix Eleven: Academic CV Template

Students are to use SSHRC format for their academic vitae for the purposes of completing their comprehensive portfolio. Students may use this template or alternatively they may complete the Canadian Common CV template found online at: <https://ccv-cvc.ca/indexresearcher-eng.frm>.

Name

Address Street

Address City, Province

Phone/email

Education

Doctor of Philosophy, Discipline, University, City, Province Years

- Thesis title.

Master of (Science, Arts, Engineering), Discipline, University, City, Province Years

- Thesis/Project/Culminating Paper title (as relevant).

Bachelor of (Science, Arts, Engineering), Discipline, University, City, Province Years

- Thesis/Project/Culminating Paper title (as relevant).

Awards, Distinctions and Fellowships

- List awards and fellowships in this section, ordered by most-to-least recent and with annualized award amounts listed in brackets.
- List major fellowships that were offered and declined (note as declined).

Employment History

- Provide a list of employment experiences outside of the university.
- List from most-to-least recent.

Academic Positions

- Provide a list of employment experiences in the university.
- List from most-to-least recent.

Research Assistant, Department, University, City, Province Term, Year

Use short bullets to outline your research subject and position responsibilities.

List discrete outcomes (publications, conference proceedings) or skills gained.

Teaching/Professional Experience

Lecturer: Course Name, Department, University, City, Province Term, Year

- Very brief description of course content, special modules, etc.

Teaching Assistant: Course Name, Department, University, City, Province Term, Year

- Very brief description of course content, special modules, etc.

Publications: Refereed

- Organize publications by subsections (books, book chapters, peer-review journal

publications, works submitted for publication).

- Order from most-to-least recent and use APA formatting.

Publications: Technical Reports and Non-Referred

- Organize by appropriate subsections (technical reports, book reviews etc.).
- Order from most-to-least recent and use APA formatting.

Presentations & Abstracts

- List papers presented at conferences and learned societies.
- Order from most-to-least recent and use APA formatting.

Grants

External

- Research Project Title, Researchers including PI, Funding Source, Years, Amount
- Order from most-to-least recent.

Internal

- Research Project Title, Researchers including PI, Funding Source, Years, Amount
- Order from most-to-least recent.

Student Supervision (Masters, Undergraduate)

- Name of student, title, thesis/project/independent study, date
- Order from most-to-least recent.

University and Community Involvement /Administrative Activity

- List university, department and community activities.
- Order from most-to-least recent.

Other Scholarly Activities

- Order from most-to-least recent.