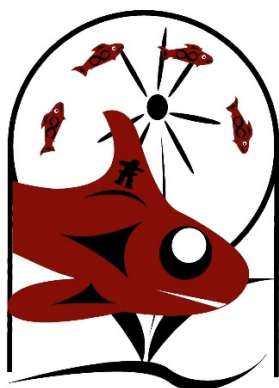# Department of Indigenous Education

Graduate Student Handbook

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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Welcome

The customized logo for Indigenous Education was designed by local Coast Salish artist Chris Paul. It symbolizes the Tri-Nations (Coast Salish, Kwakwak'awakw and Nuu-chah-nulth) of Vancouver Island, the location of the University as well as the Métis and Inuit. The logo includes a camas lily, a common flower found on southern Vancouver Island. For centuries the camas lily was a staple in the diet of local Indigenous communities. The baby whale represents the Nuu-chah-nulth; the salmon represents the Kwakwak'awakw and other First Nations. The Métis nation is represented by the infinity symbol and the Inuit by the Inukshuk. The circle in the logo represents the drum.

Congratulations on being accepted into a graduate program in Indigenous Language Revitalization, and welcome to the Department of Indigenous Education!

This handbook has been created by the Indigenous Language Revitalization Graduate Advisory Circle to help you navigate the University of Victoria systems. We hope you find the handbook useful for learning more about the programs, the University and the many support services available to you.

We wish you the best of luck with your studies and we are honored to be a part of your educational journey.

1. Useful contacts and resources

As questions come up for you, know that you can contact us for support. Your main 'go-to' people, aside from your supervisor, are the graduate secretary and the graduate advisor:

Name	Role	Contact	Support
Colleen Juricic	Graduate secretary	iedlpa@uvic.ca 250-721-7824	Administrative questions (tuition, enrolling in courses, filling out forms, scheduling)
Ewa Czaykowska-Higgins	Graduate Advisor	ilrgrad@uvic.ca 250-721-6180	Program questions (course work, supervision)

Outside the Department of Indigenous Education, the two offices you will likely be in most contact with are the **Graduate Admissions and Records Office** (GARO) and the **Faculty of Graduate Studies** (FGS) *[opens in new tab].*

Generally, FGS handles questions related to the content and delivery of your program and advising (similar to the graduate advisor within IED), while GARO handles administrative questions (similar to the graduate secretary within IED). Almost all forms related to graduate programs are submitted to GARO,

who then sends them on to FGS for approvals/decisions as needed. Our contacts at GARO and FGS change periodically; our IED graduate secretary can let you know who the current contacts are and can help you get in touch with them as needed.

Other useful sources of information are:

- [IED MILR program](#) *[opens in new tab]*
- [Faculty of Education Graduate Student Information Guide](#) *[PDF, opens in new tab]*
- [University of Victoria graduate advisory policy](#) *[PDF, opens in new tab]*

2. Our teaching faculty & facilities

The Graduate Certificate and Master's programs in Indigenous Language Revitalization (also known as MILR) are administered by the Department of Indigenous Education (Faculty of Education) and are offered in partnership with the Department of Linguistics (LING), with teaching faculty in Indigenous Education (Faculty of Education), Linguistics, Indigenous Studies (Faculty of Humanities), and Anthropology (Social Sciences). PhD programs are offered by Special Arrangement (PhD SPARR) in Indigenous Education. Below is a list of faculty members currently involved in our graduate programs. On the [Department of IED website](#) *[opens in new tab]* you can also see a list of our support staff.

2.1 Teaching Staff

Name	Contact	Department	Specialization
Belinda Daniels	belindadaniels@uvic.ca 250 721-7550 Office: MacLaurin A261	Indigenous Education (IED)	Indigenous education, Indigenous worldviews, online learning, Indigenous research, teacher education, Indigenous knowledge, Indigenous pedagogy, Indigenous student success
Ewa Czaykowska-Higgins	eczh@uvic.ca 250-721-6180 Office: MacLaurin A267	Indigenous Education (IED)	Indigenous language reclamation, digital dictionary construction, expanding community-based research methodology in language reclamation
Onowa McIvor	omcivor@uvic.ca 250-853-3150 Office: MacLaurin A354	Indigenous Education (IED)	Indigenous language revitalization Additional language learning Language policy Indigenous Education Community-Engaged Scholarship, NEȾOLṈEW̱: 'one mind, one people' project
Jean-Paul Restoule	jpr@uvic.ca	Indigenous Education	Indigenous education, Indigenous worldviews, online

Name	Contact	Department	Specialization
	(On Leave 2022-23)	(IED)	learning, Indigenous research, teacher education, Indigenous knowledge, Indigenous pedagogy, Indigenous student success
Maria del Carmen Rodriguez de France	mdcr@uvic.ca 250-721-8633 Office: MacLaurin A270	Indigenous Education (IED)	Indigenous education, Diversity a social justice, Second language acquisition, Indigenous early childhood education, Teacher education, Arts-based and place-based education, Formal and non-formal education, Community-engaged scholarship.
Edōsdi (Judy Thompson)	edosdi@uvic.ca (On Leave 2022-23)	Indigenous Education (IED)	Indigenous language revitalization; Indigenous languages and health and wellbeing; Indigenous research methodologies; Indigenous based curriculum and pedagogy; decolonizing and Indigenizing teacher education.
Megan Lukaniec	mlukaniec@uvic.ca 250 721 7426 Office: Clearihue B302	Indigenous Studies (IS)	Indigenous language reclamation and revitalization, language documentation, lexicography, language contact, and language change. Her teaching interests include various topics related to Indigenous languages and their reclamation.
Sonya Bird	sbird@uvic.ca 250-721-7434 Office: Clearihue D359	Linguistics (LING)	Phonetics, language revitalization
Li-Shih Huang	lshuang@uvic.ca 250-472-4665 Office: Clearihue D367	Linguistics (LING)	Applied linguistics
Suzanne Urbanczyk	urbansu@uvic.ca 250-721-7431 Office: Clearihue D361	Linguistics (LING)	Phonology, morphology, language revitalization
Tatiana Degai	tatianadegai@uvic.ca 250-721-6282	Anthropology (ANTH)	Indigenous research methodologies, ethics, and community-engaged research,

Name	Contact	Department	Specialization
	Office: Cornett B242		ethnographies of the North-Pacific/Arctic, language revitalization

2.2 Facilities

- The First Peoples House is located in the heart of the campus and includes a student social gathering space, a reading room, a lunch room, and an Elders' Lounge.
- Multi-media laboratories and a curriculum library are housed within the MacLaurin Building.
- The Department of Linguistics is fully equipped for audio and video recording, editing, and analysis, and has facilities and personnel to support computer-based language learning and teaching.
- Indigenous Education and the Department of Linguistics are affiliated with a number of research centres at UVIC, including the Centre for Youth and Society, the Centre for Early Childhood Research and Policy, and the provincial Indigenous Child Welfare Research Network.

3. Administrative aspects of your program

3.1 Tuition & other fees

Tuition costs depend in part on the program, and on whether you are an international or a domestic student. The tuition fee estimator *[opens in new tab]* will give you a rough sense of what to expect in terms of tuition fees.

As a student at UVic, you have access to a number of services that come with additional fees, for example a bus pass, access to the athletics centres, extended medical care and dental coverage. These services are useful if you are living in Victoria while working on your graduate studies; otherwise, you can opt out of them (and save a bit of money).

The Graduate Calendar *[opens in new tab]* provides additional Information on tuition and other fees.

Tuition payments are due at the beginning of each term you are registered in:

- September 30 for Fall term
- January 31 for Spring term
- May 31 for Summer term

There are several options for paying tuition. The Campus Services website *[opens in new tab]* provides more information.

3.2 Funding

The UVic Faculty of Graduate Studies (FGS) offers limited funding to research-stream students. Generally, we are able to offer our MILR students $1000-$2000 in their first year and our PhD students $5000-$6000 in their first year, assuming they meet the FGS requirements (related to GPA). After that, funding varies as a function of how many continuing students we have, and what other sources of funding are available (see below).

In addition to FGS funding, there are a number of other funding opportunities for students that come up through the academic year. Some of these have a nomination process, and others have an application process. For those awards that students can apply for, we send out information as it comes, generally via email. You can also find a list of awards *[opens in new tab]* geared towards Indigenous graduate students. Use the Sort boxes to find Indigenous (type) and Education (department).

We also support students throughout the application process for Master's and PhD fellowships from national funding agencies, usually through the Social Sciences and Humanities Research Council (SSHRC). These are competitive fellowships which fund students (Canadian citizens and permanent residents) for one year of their Master's program or up to four years of their PhD program. Our students have had good luck with these, and we especially encourage PhD students to apply, since funding is awarded for up to four years at the PhD level.

- SSHRC Master's scholarships *[opens in new tab]*
- SSHRC PhD scholarships *[opens in new tab]*

We also support international students in applications for funding from international agencies.

Finally, the Department of Indigenous Education is sometimes able to offer MILR students limited funds to help cover travel expenses related to their programs as well as for editorial support, to complete their final projects. These funds are distributed across students, as available.

3.3 Registration

To remain in good standing with the Faculty of Graduate Studies, you must be either registered or on an approved leave of absence (see 3.4 below).

Unless you are on leave, you must be registered in coursework and/or in your project (MED; IED 598), thesis (MA; IED 599), candidacy (PhD; IED 693), or PhD dissertation (PhD; IED 699) work. Even though IED 598, 599, 693, and 699 are single courses for the purposes of registration, they all guarantee full-time status as students.

Each offering of each course is associated with a **CRN number**, which you will need in order to register. Towards the end of each term, you will receive an email from the IED graduate secretary letting you know which CRN(s) you should be registered for in the following term. You can then register through **Online Tools** (see below). Remember, in order to register, you must be up to date with your tuition payments (see 3.1 above). Note that most courses have two registration options: one for on-campus and the other for off-campus attendance. You can register for the off-campus versions unless you plan on being here in Victoria and making use of the local services offered by UVic (athletics centres, bus pass, etc.).

3.4 Leaves

Sometimes circumstances require students to take a break from their studies. If you find yourself in a situation where you are unable to focus on your studies, the most important thing is that you talk to your supervisor or the graduate advisor. If needed, we can help you apply for a leave of absence. There are five different kinds of leaves permitted by FGS: personal leaves, parental leaves, medical leaves,

compassionate leaves, and leaves with permission from the dean. Graduate Calendar entry on the various types on leaves *[opens in new tab]*.

In extreme situations, students may wish to withdraw from the program. When this is done officially, the student remains in good standing, so that if they choose to return to their studies at a later date, it is easier to be readmitted. Graduate Calendar entry on official (and other) withdrawals *[opens in new tab]*.

3.5 UVic identification and student portals

Your **V number** is your identification number at UVic. You would have received it when you applied to UVic, and you should be able to find it on your application confirmation email. You need your V number to register for a Netlink ID and to get your One Card.

Your **Netlink ID** *[opens in new tab]* is your online identification at UVic. It is used as your username for various UVic services, especially online ones. Among other things, you use your Netlink ID to sign in to Online Tools, your personalized portal at UVic. You also use it to sign in to UVic's online learning platform, Brightspace.

Your **One Card** *[opens in new tab]* is your UVic photo ID. You can use it at the library to get books out; you can also load it with money for food services and other stores around campus.

Online Tools *[opens in new tab]* is your personalized portal to UVic. Once you sign in to Online Tools with your Netlink ID, you will be able to access all the information you need about your status at UVic including your tuition balance, your registration status, your grades, etc.

Brightspace *[opens in new tab]* is UVic's online learning platform. You will be using Brightspace regularly to access your course materials and submit your work. You will need a Netlink ID to sign in to Brightspace and access the online components of your courses.

MSTeams is used by many teachers and supervisors and their students (and other "teams") to keep track of communications and to keep materials related to collaborative work organized. Similar to Brightspace, you will need a Netlink ID to sign up for MSTeams. You can find more information at University Help Centre – Microsoft Office *[opens in new tab]*.

3.6 Forms

At UVic, there is a form for everything! Here is a list of ones that are commonly used by our students and their support people (supervisor, graduate advisor, graduate secretary), with links for online access.

- Request for program extension *[PDF, opens in new tab]*
- Request for candidacy extension *[PDF, opens in new tab]*
- Leave of absence *[PDF, opens in new tab]*
- Request for Oral Exam – PhD *[PDF, opens in new tab]*
- Request for Oral Exam – MA *[PDF, opens in new tab]*
- External Examiner - Arm's length (MA and PhD only) *[PDF, opens in new tab]*
- Thesis approval form *[PDF, opens in new tab]*
- Degree completion checklist *[PDF, opens in new tab]*

4. Academic details – what to expect

A thorough description of UVic's policies and procedures related to graduate studies is available in the Graduate Calendar *[opens in new tab]*.

4.1 Academic standards

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual academic units may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty is approved by the Dean of Graduate Studies.

Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and the academic unit graduate adviser and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.

Conditions may be imposed by the Faculty (upon the advice of the supervisory committee) for continuation in the program; if not met within the specified time limit, the student will be withdrawn.

You can find out more on grading at UVic Graduate Calendar – Grading *[opens in new tab]*.

A student whose dissertation, thesis or project is not progressing satisfactorily, or who otherwise fails to meet academic standards, will be with-drawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for re-admission to the Faculty of Graduate Studies.

4.2 Academic integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.

You can find out more about in the Graduate Calendar - UVic's policies on academic integrity *[opens in new tab]*.

4.3 Research and research funding

Students normally must provide for themselves the material necessities of their research. To cover the costs of these, you are encouraged to apply for financial support from those bodies that fund research by graduate students.

Students are encouraged to begin applying for grants and fellowships for research early in their graduate careers, both because the money will be needed for research and also because the skills needed for writing funding proposals are essential to the progress of research and to careers in most pursuits.

4.4 Conducting research with people – Human Research Ethics Board

The UVic Human Research Ethics Board (HREB) has regulations that relate to research involving "human subjects" (people). Graduate students and all others who conduct research with people (interviews, talking circles, etc.) are subject to these regulations and must file a "Request for Ethical Review" with the HREB. The primary concern of HREB is to protect participants in research projects. Therefore, the most important elements of the ethics review involve ensuring that participants can choose whether or not to participate ("informed consent"), that the tasks they will perform are safe (physically as well as emotionally), and that their anonymity and confidentiality are respected as appropriate.

The ethics review form is lengthy and requires considerable preparation and attention. Fortunately, the questions are exactly the ones that every researcher must ask when designing a research project. Therefore, apart from filling in the form, little work beyond what must be done for the research itself is called for. The application form and instructions can be obtained online through the RAIS portal *[opens in new tab]*.

According to the instructions, applications to HREB take from four to six weeks for review, so it is important to submit the application form well in advance of beginning the research.

Most members of the Departmental faculty are familiar with procedures for ethics review and can provide guidance and assistance with the required forms.

4.5 Supervisory committees

Each student will be guided in their project (= Major Research Paper)(MED), thesis (MA), or dissertation research by the supervisor and other members of the supervisory committee.

Different programs require different supervisory committees, as outlined below (see also the Graduate Calendar *[opens in new tab]*). In all cases, all members of the supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. Your supervisor and graduate advisor will ensure that this requirement is met.

Note that IED does not currently have a regular PhD program. It is included in the table below because it is relevant for the PhD SPARR option.

Program	Committee Description	Members
Regular Doctoral program	The supervisory committee must have at least three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the home academic unit. One of the members must be from outside the home academic unit*	Member #1: The primary supervisor must be from the home academic unit Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit Member #3: A committee member from inside or outside the home academic unit
Doctoral degree by Special	As in Regular Doctoral Degree Programs, with the provisos that at least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a successful PhD candidate.	

Program	Committee Description	Members
Arrangement (SPARR)		
Regular Master's degree (MED and MA)	The supervisory committee must have at least two members one of whom is the primary supervisor	Member #1: The primary supervisor must be from the home academic unit (either IED or LING) Member #2: May be a co-supervisor or committee member from inside or outside the home academic unit

Determining your supervisor

At the time of admission, you will be assigned an interim supervisor, someone whose research interests align with your interests, as presented in your letter of intent (part of your application). Typically, your supervisor stays with you throughout your program, although supervisors may change for a variety of reasons (e.g. if your interests change once you are in the program). Changing supervisors happens with the assistance of the Graduate Advisor.

Determining your supervisory committee

Once you have a concrete sense of what your project or thesis will focus on, you and your supervisor will work together to decide on your supervisory committee. Normally this will happen once you have completed your coursework and are enrolled in IED 598 or 599 (MILR) or in IED 693 (PhD SPARR)

Responsibilities in the supervisory relationship

Your responsibilities as a student and those of your supervisory committee are laid out in the *Faculty of Graduate Studies Supervisory Handbook* *[PDF, opens in new tab].*

Among other things, this policy lays out expectations in terms of:

- **Expected meeting frequency**
  *Normally, **students and supervisors** should meet minimally twice per term to discuss the student's research. Normally, **students and supervisory committees** should meet at least once per year.*
- **Expected return time for written work**
  Normally, supervisors and members of the supervisory committee should return comments on a thesis, dissertation or paper to a student within 20 business days from time of receipt
- **Unexpected circumstances and how to navigate them, e.g. leaves of absence**

5. Graduate Certificate and Master's in Indigenous Language Revitalization

The following table summarizes the Graduate Certificate and Master's programs in Indigenous Language Revitalization. Note that the Master's program (MILR) leads to one of two degrees: MEd or MA. The difference between the two degrees is in the scope of the final piece of student work – a major project

for the MEd and a thesis for the MA, the thesis generally being a bigger undertaking. Students are initially registered into the MEd stream; in exceptional circumstances and with the support of their supervisor, they can request to be switched to the MA stream.

Program	Requirements
Graduate Certificate	• Four courses = first four of Master's degree (see next table)
Master's of Education (MEd)	• Eight courses (see next table) • Major project (4.5 units)
Master's of Art (MA)	• Eight courses (see next table) • Thesis (6 units)

5.1 Program design & goals

Design: The Graduate Certificate and Master's programs in Indigenous Language Revitalization are full-time programs delivered in a flexible format. Courses are offered variously as summer institute programs, and blended formats combining face-to-face course delivery and distance learning, minimizing the on-campus requirements. As these are cohort-based programs, all candidates for the Indigenous Language Revitalization programs move together through the sets of courses.

Goals: The Masters in Indigenous Language Revitalization was designed with the goal of ensuring that a generation of language experts will have the language and academic skills to participate and lead successful language revitalization efforts in Indigenous communities, and to develop language scholars who will have the expertise to support post-secondary instruction in the revitalization, recovery and maintenance of Indigenous Languages.

5.2 Coursework

The Graduate Certificate in ILR is designed to ladder into the Master's in ILR, and includes the first four courses of the Master's program.

Graduate Certificate in Indigenous Language Revitalization	
IED 572 - SKÁLs: Indigenous Epistemologies	1.5
LING 577 - The Global Context of Language Revitalization	1.5
IED 530 - Indigenous Research Methods OR IED/LING 531 – Researching Community Based Initiatives in Language Revitalization	1.5
LING 501 - Linguistics for Language Revitalization	1.5
Master's in Indigenous Language Revitalization	
IED/LING 557 - Indigenous Additional Language Learning	1.5
IED 520 - Indigenous Language Revitalization Pedagogies	1.5
IED 510 - Leadership and Governance for Language Revitalization	1.5
IED 594 - Proposal and Literature Review	1.5
One of IED 598 - Major Project (MEd) IED 599 - Thesis (MA)	 4.5 6

5.3 Time to completion

The MILR program includes one year of coursework plus a project (MEd) or thesis (MA) - see 5.4, expected to be completed in Year 2. The program is offered in hybrid format:

- Year 1 summer: three-week in-person visit to UVic campus for welcome and first two courses
- Year 1 fall and spring: two courses per term offered in hybrid format; one week-long in-person visit to campus per term (two total)
- Year 2 summer: in-person visit to campus to wrap up course work and embark on project/thesis

Term	Year 1	Year 2
Summer **In person**	**Coursework** IED 572 LING 577	**Coursework** IED 510 IED 594 (Development of Literature review and project proposal) **Masters Project** Supervisory committee normally assigned this term, based on student interest and availability of faculty members; project/thesis proposal approved by supervisory committee (in tandem with IED 594)
Fall **Hybrid**	**Coursework** IED 530 or IED/LING 531 LING 501	**Coursework** IED 598 (project - MEd) OR IED 599 (thesis - MA):
Spring **Hybrid**	**Coursework** IED520 IED/LING 557	**Masters Project** • Seeking ethics approval for work involving people • Undertaking research/project/thesis work • Writing/completing creative process for project/thesis • Defending the project/thesis

5.4 Project and thesis proposal

Normally, students in the MILR program end their program with a final project, leading to a Master's of Education (MEd). With approval and support from a student's supervisory committee, they may instead complete a thesis, leading to a Master's of Arts (MA).

For both the project-based MEd and thesis-based MA, the process is similar. The first step is to decide on a topic and propose a specific research project. This step is normally completed during IED 594 – *Literature review and research proposal*. Detailed instructions as to the format and content of the literature review and research proposal are provided in IED 594. You can expect the combined literature review + research proposal to be approximately 10-15 pages double-spaced.

Once the supervisory committee has approved the project, and if the project involves working with people, e.g. conducting interviews or talking circles, the next phase is to apply for approval of the project from the Human Research Ethics Board (see 4.4 above). This is done by submitting an application through the RAIS system *[opens in new tab]*.

Once all the approvals are in place, it is your responsibility as a student to keep moving towards completing your project or thesis.

You can browse through completed projects and theses here:

- UVicSPACE – IED projects and theses (current) *[opens in new tab]*
- Sampling of older projects (up until 2020) *[opens in new tab]*

5.5 Project or thesis defense

After you have completed your project or thesis, the members of your supervisory committee must approve the final draft, and all committee members must be provided with identical copies of the project or thesis. When approval has been given, arrangements for the oral defense can be made.

The purpose of the oral project or thesis defense is to ensure that the University's standards have been met for the appropriate degree. The oral is also an occasion to honor and celebrate the work. The Faculty of Graduate Studies – Oral Defense *[opens in new tab]* provides good information about the oral defense, including links to the paperwork you need to submit to organize your oral defense (our graduate secretary will help with this when the time comes).

The process of organizing a defense is a bit different for the project-based MEd and the thesis-based MA, as outline in the Table below. In general, the MEd is a less formal process, guided by policies and procedures within the Department of Indigenous Education. The MA is a more formal process, guided by policies and procedures at the level of the Faculty of Graduate Studies.

	MEd	MA
Scheduling	Defense must be scheduled at least **10 working days** in advance	Defense must be scheduled at least **20 working days** in advance
Paperwork	Available through IED, from the graduate secretary	Request for Oral Examination (ROE) *[PDF, opens in new tab]*
Chair of the defense	Selected by the supervisory committee	Selected by FGS (supervisory committee is allowed to make suggestions)
Other requirements		External Examiner *[PDF, opens in new tab]* (see below)

MA-specific procedures

Completion of the **Request for Oral Examination** form constitutes notice that the student is ready for the examination and that the members of the supervisory committee have examined the thesis or dissertation and agree that it represents an examinable document.

The most important member of the committee examining the MA thesis is someone who has not been involved in the supervision of the work, the **external examiner**. External examiners are appointed by the University to provide independent evaluation of a student's thesis or dissertation. For a non-thesis oral defense, there is no oral examiner. For a Master's thesis, the external examiner is typically someone from within the University but outside the student's department, who has an interest or expertise in the

area of the thesis research. The student's supervisor provides the Faculty of Graduate Studies with the names of up to two potential external examiners. The name(s) must be provided on the Request for Oral Examination form, but normally the supervisor will obtain the potential examiner's consent to fulfill this role ahead of time. The Dean of Graduate Studies requires a copy of the curriculum vitae of a proposed external examiner from outside the University in order to review that scholar's suitability.

5.6 Program completion

A number of steps must be taken after the defense to complete your program, including filling out some final forms. Here is a summary; note that the graduate secretary will support you through this process:

- As soon as you know when you will complete your program, you must formally request to graduate. This can be done online, through **Online Tools** *[opens in new tab]*. The deadline to apply for graduation in a given term, as well as information the graduation process more general, are available from Student resources – Graduation and Convocation for graduate students *[opens in new tab].* Note that there is a graduation fee, which can be paid through My Page. In 2022, it is $44.
- After the defense, it is common to have to submit a final draft of your project or thesis with any revisions required by your committee. The final draft has to be completed and submitted before finishing your program.
- For the MA, once final revisions have been submitted, the Thesis Approval Form *[PDF, opens in new tab]* must be submitted.
- The final thesis or project must be uploaded to UVic Space.
- The department must submit to FGS a formal **Letter of Request** to graduate, indicating that the student has completed all requirements, and should be awarded their degree.

5.7 Progress reports

The UVIC calendar states the MILR program is "*Designed to be completed over two calendar years*." Starting one year after the completion of coursework, a **Progress Report** must be submitted **each term**. In this report, your supervisory committee will assess your progress to date as 'satisfactory' or 'unsatisfactory' based on four factors outlined in the report (see Appendix A). The progress report is also designed to help you plan with your supervisory committee for the next semester's work.

Sample timeline for submitting your first progress report

- Start of program: Summer 2022
- Completion of coursework: Summer 2023
- Expected completion of program: Winter (April) 2024
- First term covered by progress report: Summer 2024:
- First progress report due August 31, 2024, covering the period of evaluation May – August 2024

You can find the progress report in Appendix A, at the end of this Handbook.

6. The PhD "By Special Arrangement" (PhD SPARR)

The Department of Indigenous Education does not have a regular PhD program. However, we do have the ability to admit students on a case-by-case basis, through UVic's PhD "By Special Arrangement" (SPARR) *[opens in new tab]*.

6.1 Coursework and timeline

Because the PhD SPARR program is not a regular PhD program within IED, coursework is not set and can vary based on what offerings are available in the year of the intake, and on the needs and interests of the student(s).

The following table lays out the normal timeline for the program.

Term	Year 1	Year 2	Year 3	Year 4
Summer	Coursework	Coursework	(Candidacy exams, continued) Doctoral dissertation proposal • Writing and defending research proposal	Doctoral dissertation completion • Writing/completing creative process for doctoral dissertation *Final version needed in **January** of year of hoped for completion if aiming for April defense* • Defending the doctoral dissertation
Fall	Coursework	Candidacy exam preparation • Selecting topics • Compiling resource lists • Reviewing the literature/ resources	Doctoral dissertation work • Seeking ethics approval for work involving people • Undertaking research/ dissertation work • Beginning dissertation writing/creative completion process	
Spring	Coursework	Candidacy exams • Content paper • Methods paper		

Note on registration: Once your course work is complete, and to maintain full-time student status, you should be registered in IED 693 (Candidacy) until you have passed your candidacy requirement. After that, you should be registered in IED 699. The graduate secretary will help you let the Graduate Record and Admissions Office (GARO) know when you have completed your candidacy requirement, and GARO will update your course registration.

6.2 Candidacy process

Once students have completed their coursework, the next step is to complete the candidacy process. The purpose of the candidacy examination is to confirm the student's preparedness and competence to undertake research that will culminate in the PhD dissertation.

The candidacy exams form a foundation for the dissertation work and allow the student to explore a broad selection of theories, methods, literature, and methodologies.

Following the two candidacy exams, the dissertation proposal will focus on the specific research project that the student will undertake. Although the student may use ideas developed within the exams for the proposal, the proposal will differ in structure and content.

Please also consult the FGS Candidacy Exam policy *[opens in new tab]*.

The Candidacy Examination will consist of the following parts:

- **Part 1 – Candidacy Exams:** Two papers, or one paper and one substantive alternative scholarly product followed by an oral defense based on both outputs.

- **Part 2 – Dissertation Proposal:** A proposal outlining the intended doctoral research, followed by an oral defense of this work.

Part 1 – Candidacy Exams

The topics and forms of the Candidacy exams will be negotiated between the student and their committee. The exams will provide students with an opportunity to demonstrate their knowledge of the literature and major issues in the field of study and move them towards their doctoral research. By this stage of the process, students should also have a sense of the topic/focus of their doctoral research.

One topic will focus on establishing competence in the broad field (normally focused on methodological questions) and the other will be on a focused content area (primarily designed to fill a gap in knowledge in preparation for dissertation work).

At least one exam will be submitted in the form of a paper. The paper(s) will be about 5,000 words (equals about 20 pages, double-spaced, 12pt easy-to-read font, with standard (1-inch) margins).

The other exam may be submitted in the form of another scholarly product. Examples of alternative scholarly products include but are not limited to video, film, graphic novel, and podcasts, with parameters individually negotiated with the student's committee.

Part 1 – Completion process

Students will prepare Purpose Statements and Resource Lists for each paper/product, organized into topic areas. Once the topic areas are confirmed, the Resource lists will be discussed with, refined, and then approved by their full candidacy committees.

Scheduling of preparation and writing/production time will be negotiated with each student. The process of preparation for both paper(s)/project will normally be 3-6 months; the expectation is that students will not begin their first CP until they are prepared for the second one as well. When the committee deems a student is ready, a writing/production and assessment period of normally 60 working days will be assigned. The entire Part 1 process is expected to be completed within an 8-month (2-term) period, from the start of preparation to completion.

The committee will provide two questions/writing prompts/titles to the student on the first day of each of their respective writing/productive periods, and the student will choose one to address. Once the

period begins, the student will complete the first paper/product within 10 working days. Students will have a break period (minimum 1 week). If choosing a second paper, this will also be completed over a 10 working day period. If students choose an alternative scholarly product, they will have 20 business days to complete. Students can choose to begin with either topic area and both exams will be completed independently, without consulting peers, faculty or others. The committee must be given time to review both submissions and the oral defense will normally be held within 30-days of the second and final submission.

During each candidacy writing/creation period, students are expected to work independently. Students are allowed to attend group meetings and/or presentations by guest speakers during this time, but must not engage in discussions relevant to their candidacy work. Students are also allowed to consult with the Centre for Academic Communication during this period, time permitting.

During (and directly after) the candidacy exam oral defense, students will receive feedback from the committee, which will include an indication about their readiness to move onto the dissertation proposal (Part 2 of the process), as outlined below.

A copy of the approved Resource Lists and questions will be submitted to the graduate secretary for filing.

Decision-making progress for both Parts 1 & 2:

1) The student will progress to oral defense once both paper(s)/product are submitted, even if there are concerns from any committee member about a paper/product. The adjudication process will proceed as per policy; the student will be given the opportunity to orally defend and receive feedback.
2) Consensus is the preferred decision-making process for committee.
3) If consensus cannot be reached, decision will be by majority (on each paper/product and defense thereof).
4) In the case of a split committee (even numbers), the Graduate Advisor will be asked in the first instance to provide a tie-breaking vote. If the Graduate Advisor (GA) is already on the committee or cannot serve for any reason, the decision will go to the Chair of the Department. If both the GA and Chair are on the committee the decision will go to the Dean of the Faculty.
5) If it is determined that one paper/product has passed the oral defense, and one has not, the successful paper/product will not be resubmitted or orally defended again.

Possible outcomes from Part 1 - Candidacy Paper(s)/Product:

- Both paper(s)/product and defense pass without revisions, and student progresses to dissertation proposal.
- One paper/product passes without revisions, and one paper/product is requested for rewrite. Timeline for rewrite is negotiated as below. Proposal development is postponed until the revised paper/product is resubmitted and successfully defended.
- Both paper(s)/product are requested for rewrite with timeline negotiated. Proposal development is postponed until both are resubmitted and successfully defended.
- If one or both paper(s)/product require rewrite, the rewrite and oral defense process are to be completed within a six-month period from the time the rewrite is started.

- If one or both paper(s)/product are required to be rewritten, the student will only have one chance to redo each one.
- If the student is not able to complete the paper(s)/product or pass the oral defense on the second attempt, it will be recommended to the Dean of Graduate Studies that they be withdrawn from the program.

Consistent with policies and procedures outlined in the Graduates Studies calendar, a student may appeal the decision and any aspects of this procedure. The initial appeal must be made in writing to the Department Graduate Advisor.

Criteria for assessment

The evaluation of the candidacy process is guided by the following considerations: the extent to which the student can critically engage with ongoing theoretical, research, and methodological debates; is able to communicate effectively and articulate knowledge, reasoning, and research approaches in the field of study through written, oral, and creative work; and has demonstrated preparation to successfully pursue the next steps toward their doctoral dissertation work.

Criteria for what substantiates a pass/fail or complete vs. an incomplete:

1) The Candidacy Paper/Product must adhere to instructions:
- Be submitted within the timelines given
- Address one of the questions/prompts/titles provided
- Indicate which question was being answered (as per instructions)
- Stay within the length requested
- Use proper APA formatting and referencing for any written submissions

2) The candidacy paper/product must demonstrate:
- Knowledge of the literature and major issues in the field of study
- Ability to respond to and think critically about the literature and major issues in the field of study
- Substantive response to the question. A sense that the area of study being considered is well understood, and/or any areas that remain unclear are identified as such (could be addressed as gaps in the literature, or outside the scope/length of this paper/product, or outside the range of focus but *addressed* rather than *missing* – if the committee deems them to be critical areas of inclusion)
- Overall comprehensive understanding conveyed through breadth and depth of paper/product
- Evidence of ability to show logical flow between themes and ideas – to synthesize literature, transition between themes, and tie it all together in a coherent way

Part 2 – Dissertation Proposal

Once students successfully complete the candidacy exam portion of the process (Part 1), they will be invited to begin the proposal phase. This Part 2 will take no longer than six months from beginning to oral defense.

Students will work independently and under the advisement of their supervisor and candidacy committee to complete a proposal for their planned doctoral research, followed by an oral exam. Once the committee deems the proposal to be defensible, an oral defense will be held.

Expectations and Criteria for assessment

Rationale for including the dissertation proposal in the candidacy exam process: "Passing candidacy" should include the student demonstrating their ability to adequately plan for a dissertation level project.

The purpose of the research proposal is to ensure that: 1) the student has a clear plan for proceeding with their project, 2) they have received feedback on their plan from their supervisory committee, and 3) their supervisory committee has approved their plan.

Generally, a proposal defines the purpose, topic and goals of the research, the methodology and the information analysis approach/plan to be used in the study. It should also include a partial literature review, the planned outcome or form of the dissertation, and a timeline for completing the project.

The final proposal should be double spaced, 12 pt font, and 15-25 pages dependent on direction and feedback from committee on earlier versions.

Possible outcomes from the Dissertation Proposal process:

- Both the proposal and defense are deemed complete. COM (Complete) Grade entered for 693 by Graduate secretary. Student proceeds to next stages of doctoral program.
- Both the proposal and defense are deemed incomplete. Student may undertake further preparation to submit and defend the dissertation proposal once more. The new proposal will be accepted for defense no sooner than 6 weeks following the first defense but no later than six months after.
- Within 6 months after the first defense, if both the proposal and 2nd defense are deemed incomplete, a recommendation is sent to the Dean of Graduate Studies to withdraw the student.
- If 6 months pass after beginning Part 2, and the committee assesses that the student is not able to complete a defensible written proposal, the work will be deemed incomplete and recommendation will be sent to the Dean of Graduate Studies to withdraw the student from the program.

Consistent with policies and procedures outlined in the Graduates Studies calendar, a student may appeal the decision and any aspects of this procedure. The initial appeal must be made in writing to the Department Graduate Advisor.

6.3 Dissertation

Dissertations in Indigenous Education take many different forms and cover a wide range of content. It is up to students and their supervisory committees to agree on the details of the dissertation project; this is done at the Dissertation Proposal stage (see above).

The Faculty of Graduate Studies – Thesis and Dissertation *[opens in new tab]* provides useful resources and information on the general features of dissertations.

7. Student supports

Everyone needs advice and counseling from time to time, on either academic or personal matters. For academic advice, the best sources are likely to be the supervisor, the Graduate Advisor, and office of the Faculty of Graduate Studies (FGS). The Graduate Admissions and Records Office (GARO) is also extremely helpful and knowledgeable about regulations for graduate studies and is expert at interpreting the Calendar. Regulations do change, so it is very important for each person to take responsibility for their own program by consulting the best sources of information. UVic has specific supports in place for Indigenous students – these are included in the information below.

Academic advising

Your primary "go to" person within the Department of Indigenous Education is your supervisor. They can help you navigate through the requirements specific to your program, help you decide on your coursework, and generally support you as you work towards your degree.

The graduate advisor is also always available to guide you and advocate for you. This role is filled by different faculty members on a rotating basis. The current graduate advisor is Ewa Czaykowska-Higgins. The email contact remains constant: ilrgrad@uvic.ca.

The IED graduate secretary can also help you with the logistic details of your program. This is also a rotating role. The current graduate secretary is Colleen Juricic. The email remains constant: iedlpa@uvic.ca.

Academic grievances

While the Department does everything in its power to have each student's program run smoothly, it is possible that a student may have a grievance concerning an academic matter or wish to appeal some academic decision. In all cases, difficulties should be discussed first with the supervisor. The Graduate Advisor and the Departmental Chair also should be consulted, with the aim of reconciling the problem at the Departmental level. If this cannot be done, students can seek advice from:

- The Associate Dean of Graduate Studies: Dr. Cedric Littlewood (gsadean6@uvic.ca)
- The Associate Dean (Research) of Education: Dr. Paul Whitinui (edadgr@uvic.ca)
- The Office of the Ombudsperson (www.uvicombudsperson.ca)

With respect to the supervisory relationship in particular, FGS's comprehensive Graduate Supervision Policy *[opens in new tab]* (revised in 2017) provides information on expectations (e.g. timely feedback) and responsibilities. It also contains detailed information on resources of various kinds available to students.

The University has policies on conflicts of interest and harassment that apply to the entire University community, including the Faculty of Graduate Studies. These policy statements are available in departmental and administrative offices on campus. The Equity and Human Rights Office [*opens in new tab]* is located in the Sedgewick Building, room C115, and their telephone number is 721-8488.

It is advisable that whenever possible the grievance should be presented in writing, and the student should expect to receive written replies in return.

Graduate Student Society

As a graduate student at UVic, you are automatically a member of the Graduate Student Society (GSS). The GSS offers a range of services for graduate students and aims to increase graduate student involvement in the university governance system. On the Graduate Student Society website [*opens in new tab]*, you can also access various forms, relating to health and dental insurance, grants, student bus passes, etc.

Academic supports

The **Centre for Academic Communication** (CAC) [*opens in new tab]* offers support to students in writing, reading, speaking, and understanding academic expectations. They offer one-on-one tutorials, workshops, and more. Their free services are available to all UVic students.

The **Learning and Teaching Support and Innovation** (LTSI) [*opens in new tab]* also offers support for graduate students, primarily for matters related to Teaching Assistantships. They also run the *Learning and Teaching in Higher Education* program [*opens in new tab]*, available to PhD students. LATHE certificate provides PhD students with the knowledge and practical skills required to teach effectively in higher education. It is a valuable add-on to any doctoral degree.

UVic's **Centre for Accessible Learning** (CAL) [*opens in new tab]* offers a wide range of support for students with disabilities, including support accessing courses, obtaining academic accommodations, and addressing barriers to education. To access the resources offered by RCSD, students must be registered, which normally requires documentation from healthcare professionals. The CAL works closely with UVic's Counseling Services (see below).

UVic Wellness Centre – Counselling services

Being a student certainly has its stresses. The UVic Wellness Centre [*opens in new tab]* is there to help you address personal, career and learning concerns, should they arise during your studies.

The UVic Wellness Centre offers counselling and other services specifically for Indigenous students. You can find out more information at Uvic Wellness Centre – Indigenous students [*opens in new tab]*.

The UVic Wellness Centre's website has links to a number of supports and services available on campus for students. You can access these at Uvic Wellness Centre – Resources [*opens in new tab]*.

Resources for Indigenous students

UVic's **Office of Indigenous Academic & Community Engagement** (IACE) [*opens in new tab]* operates out of First Peoples House and offers a number of supports and programs for Indigenous students, including financial aid, academic support, an Elders in Residence program (see below), Indigenous student counselling, and programming for new students.

Elders-in-Residence at the First Peoples House

In September of 2009, based on suggestions from students, Elders' Voices and the Office of Indigenous Affairs (now IACE) launched an Elder-in-Residence program [*opens in new tab]*. During the Fall and

Winter terms an Elder is available daily to answer questions, offer support, conduct ceremony or just to listen.

If you have any questions about SELW̱ÁN SḰÁL (Elders Voices) or would like to schedule a meeting with an Elder, please contact the Cultural Protocol Liaison: iacecpl@uvic.ca (in 2022 this is Diane Sam).

Resources for International students

The International Students Services office (ISS) *[opens in new tab]* provides support for international students studying at UVic, and coordinates programs for all UVic students interested in studying abroad, including help with visa-related processes. Contact information can be found on their website.

Other supports

Students may find support from their instructors, your supervisor, fellow students and family. Sharing circles can provide a forum for students to express concerns and feelings. Some communities have a counselor or student advisor to offer support and guidance.

Appendix A: MILR Student Formal Progress Review

STUDENT NAME (V00XXXXXX)

DATE

Dear Student name,

In keeping with the University of Victoria, Faculty of Graduate Studies, Graduate Supervision Policy (Section 5.11) please find enclosed a formal review of your progress as a student in the project-based Masters of Education in Indigenous Language Revitalization (MILR) program.

- You have been a student in the program from start date to present.
- The UVIC calendar states the program is "*Designed to be completed over two calendar years*."
- Starting one year after the completion of coursework (excluding IED 594), a **Progress Report** must be submitted **each term**. For example
  - Start of program: Summer 2022
  - Completion of coursework: Summer 2023
  - Expected completion of program: Winter (April) 2024
  - First term covered by progress report: Summer 2024 (May – August)
  - First progress report due August 31 2024, covering the period of evaluation May – August 2024

The formal review process at UVIC requires that your supervisory committee assess your progress to date as 'satisfactory' or 'unsatisfactory' on a measure of four factors (below). This review is also designed to help you plan with your supervisory committee for the next semester's work.

Progress report number: #

Review period: start date – end date

Basis for assessment:

Student progress to date assessed as:		YES	NO	Optional Comments
	1) Successful completion of coursework:			
	2) Regular attendance at scheduled meetings:			
	3) Completion of assigned tasks			
	4) Demonstration of knowledge, preparation and ability to complete assigned tasks			

Satisfactory or Unsatisfactory

The next review period will be start date – end date

The next review will occur submission date

The following are the expectations, goals and milestones for the upcoming review period.

(*If you are currently on leave, these timelines will be transposed to your next registered term with the expectations transposed at same intervals.)*

TO BE UPDATED EACH TIME BY SUPERVISORY TEAMS*--the list below includes **examples** of what could be included; based on what each student needs*

1) Regularly attend and engage in bi-weekly supervision meetings
   (via video/teleconference)

2) Complete and submit satisfactory Project Proposal by Jan. 31st
3) Receive approval of Project Proposal by Feb. 2nd
4) Complete project (both practical and written component) by March 15th
5) Successfully defend project or make significant progress on project by April 30th (as assessed by your committee)

According to the Graduate Supervision Policy (Section 5.11a) you have an opportunity to respond to this review. If you wish to do so, please respond in writing within two weeks of receipt of this letter and I will consider your perspective together with the content of this review.

I wish you all the best in the semester to come.

XXX, Chair

Department of Indigenous Education

Faculty of Education

University of Victoria

250-721-7826

iedchair@uvic.ca

Cc: Supervisor name

Cc: Graduate advisor