



**University  
of Victoria**

Educational Psychology  
& Leadership Studies

# GRADUATE STUDENT HANDBOOK

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## Educational Psychology

**For the Academic Year: 2022-2023**

Updated October 12, 2022

**Degree Options:**

Master of Arts (Thesis-based)

Master of Education (Project-based)

**Program Assistants:**

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# Welcome to Educational Psychology and Leadership Studies

Welcome to graduate studies in the Department of Educational Psychology and Leadership Studies.

Please note that this handbook does not replace the Graduate Academic Calendar and is meant only to be a guide to assist you as you proceed through your graduate studies. As a graduate student you are ultimately responsible for your own program. Please ensure that you read the [Graduate Academic Calendar](#) and the [EPLS website](#) regularly for details and updates. Please check the UVic Calendar for accuracy of dates given in this document.

The Graduate Academic Calendar is more than just a calendar of dates. It is the official guide to all programs, services and regulations of the University.

## Contact information

Chair, Department of Educational Psychology and Leadership Studies	Rose Vukovic, PhD	<b>Email:</b> <a href="mailto:eplschr@uvic.ca">eplschr@uvic.ca</a> To book a meeting, email the Assistant to the Chair at <a href="mailto:edpsych@uvic.ca">edpsych@uvic.ca</a>
Graduate Advisor for Educational Psychology	Lucinda (Cindy) Brown, PhD	<b>Email:</b> please email <a href="mailto:eplsgrad@uvic.ca">eplsgrad@uvic.ca</a>
Program Assistants	Kerstin Burnett and Xinyu Zhang	<b>Email:</b> <a href="mailto:eplsgrad@uvic.ca">eplsgrad@uvic.ca</a> <b>Office:</b> MAC A439 <b>Phone:</b> 250-721-7883 or 250-472-5005

For an up-to-date listing of all current faculty members in the department, please see the [faculty listing on our website](#) or the [Graduate Academic Calendar](#).

## Who's Who in the department

### Program Assistants

The Program Assistants are probably the people you will contact the most. In most cases, it is best to contact a program assistant first if you have any questions or issues with your program. They will provide you with the correct information and lead you in the right direction for your query.

### Program Supervisor

At the time of admission you are assigned an academic supervisor. If you have not been assigned a supervisor, or you do not know who your supervisor is, please see the Departmental Graduate Advisor for your area or the Graduate Program Assistant. Your supervisor is directly responsible for the smooth running of your program. In this capacity, your supervisor assists you in planning a program and completing the necessary forms, ensures that you are aware of program requirements, degree regulations and general regulations of the Department and the Faculty of Graduate Studies. Your supervisor also provides counsel on all aspects of the program, and stays informed of your research activities and progress. Your supervisor will assist you in the selection of your Supervisory Committee. You are responsible for maintaining open communication with your academic supervisor, your supervisory committee, and the graduate advisor for your area through mutually agreed upon regular meetings.

## Graduate Advisor

The Graduate Advisor's role is to serve as the liaison person between the Department and the Faculty of Graduate Studies. The role of Advisor is many faceted and ranges from making recommendations for admission and financial awards, to ensuring that students know where to go to obtain the correct information. The Graduate Advisors are responsible for ensuring that you receive proper supervision and that the regulations and requirements of the Faculty of Graduate Studies are met. The Departmental Graduate Advisors are the official representatives of the Department to its graduate students.

In most cases, you would seek out a Graduate Advisor to discuss general issues (e.g., financial assistance or problems that require mediation, such as a conflict with your Supervisor) related to your program AFTER you have met with your assigned Supervisor.

## Departmental Chair

The Chair is responsible for the smooth running of Department of Educational Psychology and Leadership Studies. They are available to meet with Graduate students to discuss concerns related to academic matters, and regarding grade appeals.

## If you have an academic problem or concern

Depending on the nature of the academic matter of concern, the order in which you would normally seek assistance or redress is:

- Graduate Program Assistant;
- Program Supervisor;
- Graduate Advisor for your area;
- Departmental Chair;
- Dean of the Faculty of Graduate Studies;
- The Senate

If the problem is related to a specific course, the first person you should contact is the course instructor.

In addition, you may wish to consult the Office of the Ombudsperson (Room B205, Student Union Building, (250) 721-8357; e-mail: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca) or the Graduate Students' Society (Room 102 Halpern Centre), (250) 472-4543).

## Responsibilities in the supervisory relationship

Faculty and students are bound by policies set by the University, Faculty of Graduate Studies, and this Department.

Faculty of Graduate Studies policies are given in the Graduate Calendar and in policy documents found on the Faculty of Graduate Studies website: [uvic.ca/graduatestudies](http://uvic.ca/graduatestudies). In particular, students and faculty members should read the [Graduate Supervision Policy](#), which outlines the rights and responsibilities in the supervisory relationship.

## Supervisory Committee

In most cases, the first person you should turn to is your supervisor. Please note, if your supervisor is going to be away for more than a month, and if this absence is likely to be detrimental to your progress,

an interim supervisor should be chosen. Even if your Supervisor is on study leave, s/he is still responsible for your program. Similarly, if a Committee member is to be away for more than three months, and this absence is deemed detrimental to your progress, an interim member should be appointed. In both situations, your supervisor must notify the Faculty of Graduate Studies and the Departmental Graduate Advisor for your area. The Graduate Advisor can help you find a replacement supervisor/committee member, if requested.

### **Nominating your supervisory committee**

Students in all doctoral programs and students in thesis and project-based Master's programs will have a supervisory committee nominated by the academic unit and approved by the Dean of Graduate Studies. The academic supervisor will facilitate all activities of the supervisory committee.

The EPLS department would like to see your supervisory committee determined by the end of your second semester and no later than your third. Please indicate your supervisor and committee member(s) on your annual progress report.

### **Committee Composition**

#### **Master's students:**

All members of the master's supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. 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 (i.e Department of Educational Psychology and Leadership Studies)
- Member #2: May be either a co-supervisor or a member. For MA students, the second member may or may not be from the home academic unit. For MEd students, the second member should normally be from the home academic unit, and ideally in the same stream (Special Education vs. Learning, Developmental and Instructional Sciences)

#### **PhD students:**

All members of the Doctoral supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. 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 (i.e Department of Educational Psychology and Leadership Studies)
- Member #2: May be a co-supervisor or a committee member. May be from inside or outside the home academic unit.
- Member #3: A committee member from inside or outside the home academic unit

## **Expected Meeting Frequency**

### **With your Supervisor**

Expected minimum frequency with which students and supervisors would normally meet, either by direct meeting, by virtual meeting, or through detailed correspondence, to discuss the student's

research (for thesis and dissertation students, this interval should normally not exceed 40 business days – i.e. supervisors and students should normally meet at least twice per term – unless a delay is required by field work, remote study, supervisor or student vacation, sick leave, etc.).

### **With your Supervisory Committee**

Expected minimum frequency with which students would normally meet with their supervisory committee, either by direct meeting or virtual meeting, to discuss the student's research (for **thesis and dissertation** students, this interval normally must not exceed 1 year).

## Thesis and dissertation

Thesis-based MA students will write and defend a thesis for their graduate degree. For a guide to thesis requirements and related resources, see the [Thesis & Dissertation page](#) on the Faculty of Graduate Studies website. PhD students write and defend a dissertation.

In the final term of your program (the term when you defend your thesis or dissertation), you will need to complete an online **application to graduate** (see [Graduation & Convocation](#) for details).

### **MA Thesis completion timeline**

Typically, you will not start working on your thesis until the start of your 2<sup>nd</sup> year, however, this schedule varies depending upon full-time, part-time or co-op program plans. You **MUST** register in [ED-D 599 Thesis](#) anytime you are working on it and you will usually register for your thesis for several terms before you complete it.

Once you have prepared your official **thesis proposal**, you will defend it before your committee. If approved, then all parties will sign a Memorandum of Understanding, and you may proceed to work on the thesis as outlined in your proposal.

### **Expected turnaround time of thesis**

Expected maximum length of time required for supervisors and members of the supervisory committee to return comments on a thesis, dissertation or paper to a student is normally not to exceed 20 business days from time of receipt, unless a delay is required by field work, remote study, supervisor or student vacation, sick leave, etc.

### **Required thesis and dissertation formats**

Thesis, project and course papers should follow American Psychological Association (APA) style guides. The APA manual provides important information writing style, formatting, citations, and referencing, among other things. We recommend you purchase an APA manual and use it throughout your course work and thesis/dissertation writing. The Faculty of Graduate Studies also has [formatting requirements](#) for final submission of the thesis to UVicSpace.

**Tip:** The Centre for Academic Communication (CAC) provides [support for thesis writing](#) including a Thesis Boot Camp.

### **Oral exam procedures**

When your supervisor deems that your thesis or dissertation is ready to defend in an oral examination, you will work with your supervisor to select a defense date, identify an external examiner, and submit a Request for Oral Exam (ROE) form with all its supporting paperwork. The ROE and supporting documents (i.e. HREB approval or waiver, withholding form, a pdf of the thesis or dissertation, and nomination form for PhD external examiner) must be submitted to your Program Assistants at least 20

working days prior to the defense date for a MA thesis, or at least 30 working days prior to the defense date for a PhD dissertation.

Instructions and all required forms are available on the FGS [Oral examinations](#) page.

### **Submitting your thesis or dissertation to UVicSpace**

Once you have successfully defended and made any required edits or revisions to your thesis or dissertation, the final version of your thesis will be placed in the University of Victoria's electronic collection, [UVicSpace](#). It is each student's responsibility to [upload their thesis to UVicSpace](#) before they can graduate. Your work may attract publishers interested in publishing your work. In this case, you'll likely want us to [withhold your work](#) from publication on UVicSpace.

## Co-op terms

Co-op terms are optional in our programs. For the MA and MEd programs, please follow the recommended placement of co-op terms in the course schedule plan to assure access to courses and completion of your program in a timely fashion. For more detailed information about co-op, contact your Program Assistants or [UVic Co-op and Career Services](#).

## Transfer between MA and MEd

- Transfer from the MA to the MEd can be done at anytime with the approval of your supervisor and/or committee. Ideally at the end of term.
- Transfer from the MEd to the MA can be requested at any time. To request a transfer to the MA, you must first find a faculty member in the department who is able and willing to supervise you, and then complete and submit the research part of the [Statement of Purpose](#) (fillable PDF). Your application will be reviewed by the academic unit for approval at the next scheduled unit meeting. Please note, there are no unit meetings during summer term so any requests made in summer term will be considered at the September meeting.
- We do not currently offer a transfer between the MA and PhD.

## Project/Comprehensive and Candidacy examination protocols

- For MEd Project and Comprehensive exam (Appendix A)
- For PhD Candidacy Exam (Appendix B)

## Unit funding policies

You can fund your graduate studies through awards, [teaching or research assistantships](#), or a combination of all three. UVic has policies and guidelines for each of these funding sources, and academic units may also have distinct policies for graduate funding. Graduate students should ensure they are aware of the policies governing their funding. For additional funding opportunities that are not administered by the Department of Educational Psychology and Leadership Studies, see the [Faculty of Graduate Studies website](#), under "Finances." You can also refer to UVic [Student Awards and Financial Aid](#).

## UVic Awards, Fellowships & Scholarships (for students entering a graduate program)

Every year the Faculty of Graduate Studies allocates funding to the Department of Educational Psychology and Leadership Studies to allocate to graduate students as UVic Awards, Fellowships, and Scholarships. No duties are involved. The awards are competitive and are solely based on academic standing. Thesis-based applicants are considered before project-based applicants. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered.

- **For project-based programs**, funding offers are for 1 year of funding. A second year of funding may be assessed on a competitive basis based on scholarly performance, maintaining eligibility according to the conditions below, and available funds. Any funding offers in the second year may or may not be for the same amount as the first year of funding.
- **For thesis-based programs**, funding offers are for 2 years of funding (for the same amount each year), as long as the student maintains eligibility according to the conditions below and as long as adequate funds available for the second year of funding.

Funding for Master's students is for a maximum of two years, and will not be continued if the student enters a third year of study.

- **For PhD programs**, funding offers are for 3 years. Year 4 award may be assessed on a competitive basis, based on scholarly performance and available funding.

## Conditions for receipt and renewal of UVic Awards, Fellowships & Scholarships

The Department of Educational Psychology and Leadership Studies follows the [General eligibility & maintenance requirements for UVic graduate scholarships](#) set out by the Faculty of Graduate Studies. The department has also set the following additional criteria:

Thesis-based students:

- Continued enrollment in your thesis-based degree program
- Satisfactory program progress as demonstrated on your annual progress report

Project-based students:

- Continued enrollment in your project-based degree program
- Satisfactory program progress as demonstrated on your annual progress report

Transferring between the thesis-based program and the project-based program may cause a change in your eligibility for continued funding. **Failure to maintain any of the FGS General eligibility & maintenance requirements or any of the departmental requirements may result in you losing your funding.**

PhD students:

- You must maintain a GPA of 7.5 or higher in your graduate degree program
- Continued enrollment your doctoral degree
- Satisfactory program progress as demonstrated on your annual progress report

## Donor Awards

A small number of scholarships and awards are available to EPLS students in August. The Program Assistants will notify all students via email when and how to apply.



## Research Assistantships (RA)

Paid research assistantships are available with individual faculty members in the department. These assistantships are usually supported through grant funding. They are available to a limited number of qualified students. Students interested in research assistantships should contact faculty members directly. In some cases, RA opportunities will be sent to the EPLS graduate student email list-serve and on the Graduate Student Hub Brightspace.

## Teaching Assistantships (TA)

Paid teaching assistantships are available within the Department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. All available TA positions are emailed to students and posted on our website and on the Graduate Student Hub Brightspace. If you are interested in the TA position, you would apply as indicated.

## Program Requirements

The course requirements for this program are listed in the Graduate Academic Calendar:

- [MEd \(Learning, Development and Instructional Sciences specialization\)](#)
- [MEd \(Special Education specialization\)](#)
- [MA \(Learning, Development and Instructional Sciences specialization\)](#)
- [MA \(Special Education specialization\)](#)
- [PhD](#)

Please also see the Graduate Academic Calendar for [course descriptions](#).

There are three terms per year (Sept-Dec, Jan-April and May-Aug). Each of the Educational Psychology MA and MEd programs can be completed either at the regular pace (2 or more courses per term) for two years, or spread out over four years (1-2 courses per term). Alternatively, students follow the co-op plan, which takes three years (2 or more courses per term plus two terms of co-op). Students are expected to follow the term-by-term program plan that has been set for their cohort (Appendix C). Deviating from the program plan may cause unexpected delays in completing your program. Thesis students may take longer to complete their program, depending on how long it takes them to complete their research and thesis.

## Continuity of registration

All graduate students must maintain continuity of registration by registering in courses in every term (registering in ED-D 597 Comprehensive exam, ED-D 598 Project, ED-D 599 Thesis, or a co-op term also fills this requirement). If you need to take a break from your studies for a term, such as for medical, parental or compassionate reasons, you must apply for an approved Leave of Absence; please contact your Program Assistants about how to apply for a leave. Failing to maintain continuity of registration may result in your withdrawal from the program.

## Full-time status

For a definition of full-time status, please refer to the [Graduate Academic Calendar](#).

## Formal review of student progress

Student progress will be reviewed annually in collaboration with your supervisor. The progress report is submitted each year by April 30. If progress has been unsatisfactory in any area, progress reports will be due at the end of each academic semester until program completion or withdrawal (see Appendix A).

### Terms of reference for review

Annual student progress will be based on course completion and grades, thesis progress (MA and PhD), attendance at regular meetings with your supervisor, and additional activities where appropriate for the specific program type.

### Procedure for the annual review

Each year by April 30, students are required to submit an “Annual student progress report” and meet with their supervisor to review it. This process includes:

1. An opportunity for the student to communicate their progress to the committee and to discuss their research with the committee. Committee members with concerns about student progress must raise these concerns at this meeting to allow the student an opportunity to address them directly.
2. An opportunity for the committee to discuss student progress in the absence of the student.
3. A determination as to whether the level of academic progress is satisfactory or unsatisfactory.
4. Expectations, goals and milestones for the upcoming review period, if appropriate.
5. The anticipated date of the next formal review, if appropriate.
6. In the case of two or more determinations of ‘unsatisfactory’ progress on formal assessments not less than 8 weeks apart, a written recommendation whether or not to request the Graduate Advisor make application to the Dean of Graduate Studies to withdraw the student for ‘failure to meet academic standards.’ See subsections 6.15 and 12.3 of the [Graduate Supervision Policy](#).
7. Names and electronic acknowledgements of all members of the committee, which shall signify that the recommendations reflect the majority finding(s) of the committee.
8. Name and electronic acknowledgement of the student, which shall signify that they have read and understood the recommendations of the committee.
9. In the case of a rating of *unsatisfactory*, the name and electronic acknowledgement of the Graduate Advisor signifying that the record has been received and reviewed.

The fillable progress report form and submission instructions will be available to students in March, and the report is due by April 30.

# Appendix A: M.Ed. Project (ED-D 598) and Comprehensive Exam (ED-D597)

## M.Ed. Educational Psychology

### Instructions and Procedures for the Project and Comprehensive & Oral Examination

**Overview:** The *Project* ([ED-D 598](#)) and the *Comprehensive Examination* ([ED-D 597](#)) represent the culmination of the M.Ed. candidate's graduate education in the Learning and Development (LDIS) or Special Education (SPED) focus areas of Educational Psychology. Although these courses fall under separate course numbers, they are best understood as a single process. The goal of this process is to give students a final opportunity to demonstrate their knowledge and skill as critical consumers of research and literature in either of the focus areas.

In order to complete this process, M.Ed. candidates will be given two weeks (14 days) to write 3 research critiques, then successfully complete an oral examination of the critiques and demonstrate a high level of achievement in the application of knowledge required in Educational Psychology related to Learning and Development or Special Education<sup>1</sup>. Students may schedule their project and oral exam ahead of time, *with the understanding that the oral exam will not proceed unless the written project is passed.*

M.Ed. project committees will be comprised of a supervisor and one committee member who are both regular departmental faculty members from the Educational Psychology (LDIS or SPED) unit.

#### I. ED-D 598 Project (Research Critique)

##### 1. Choice of Articles to be Critiqued:

Five (5) research articles from peer-reviewed journals representing the disciplines of Learning and Development or Special Education will be selected by the supervising committee and distributed to the student by the supervisor. *Two of the journal articles may be in a general area of interest that candidates identify to their supervisor.*

Together, the 5 journal articles will create opportunities for students to demonstrate and draw upon program competencies and preparation as follows:

LDIS	SPED
<ul style="list-style-type: none"><li>• A selection of research methods</li><li>• Both qualitative and quantitative analyses</li><li>• Developmental psychology and instruction</li><li>• Psychology of learning and instruction</li><li>• Topics in Motivation or Self-regulated learning</li></ul>	<ul style="list-style-type: none"><li>• A selection of research methods</li><li>• Both qualitative and quantitative analyses</li><li>• Special education assessment and intervention across exceptionalities</li><li>• Psychology of learning or development</li><li>• Inclusive instructional approaches and practices &amp; assistive technologies</li></ul>

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<sup>1</sup> Consistent with Faculty of Graduate Studies requirements for Project-based Master's Degrees

### Writing the Research Critiques:

- a) **Candidate Selects Three of the Five Articles:** The supervisor will provide the candidate access to the journal articles and the candidate will then select three (3) articles on which to write the critiques.
  - b) The supervisor will send an APA reference list of the 5 articles to the Graduate secretary to be kept on record for future reference.
  - c) **Format, Time, and Submission Guidelines:**
    - It is the student's responsibility to demonstrate the use of the program-based learning to evaluate the merits and limitations of these samples of empirical research for theory, research and practice.
    - The *maximum* critique length is ten (10) pages double spaced, excluding references.
    - The critique will include: (a) a comprehensive summary that clearly and concisely describes each component of the study (an elaborated abstract of 2-3 pages maximum), and (b) a substantive critique (7-8 pages) drawing on program-based concepts and knowledge about research methods and analyses, research rigor/quality, conceptual issues, and contemporary theory and research.
    - Candidates have two (2) weeks from receipt of the journal articles to complete critiques.
    - Completed critiques will be submitted electronically to the supervisor and examining committee members.
    - Papers must represent independent and original work by the student without feedback or consultation from others (including the supervisor). Consistent with university academic integrity guidelines, the use of an editor is prohibited without written permission from the supervisor. Review by fellow students and tutoring services is prohibited.
2. **Evaluation of Critiques:**
- a) **Evaluation Criteria:** Successful project papers will demonstrate mastery of the following skills<sup>2</sup>:
    - Ability to comprehend the article content accurately.
    - Ability to situate the article content within a larger body of research and theory.
    - Ability to identify any unnamed assumptions relevant to the authors' hypotheses, methods, and or conclusions.
    - Ability to evaluate the soundness and appropriateness of the authors' choice of participants, measurement methods, study design, and basic analyses. Knowledge of advanced statistical procedures is not required.
    - Ability to evaluate the importance and generalizability of authors' findings and conclusions
    - Ability to identify potential applications to practice, policy, and future research.
  - b) **Evaluation Procedure:**
    - Each examining committee member will use the above evaluation criteria to evaluate the quality of the critiques. Each criterion will be judged as either *fail* or *pass*.

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<sup>2</sup> As per Faculty of Graduate Studies requirements for Project-based Master's degrees.

- Committee members will share their evaluations, seeking consensus through discussion. If a majority view cannot be achieved, an additional faculty member will be asked to evaluate the critiques and cast the deciding vote.
  - Committee members will come to a consensus as to whether the student's comprehensive project (critiques) pass and can proceed to the oral defense.
- c) **If Passed:** If the critiques are deemed defensible, the supervisor will notify the student and ask the EPLS graduate program assistant to arrange an oral defense date.
  - d) **If Not Passed:** Formative feedback from the committee will be provided only *after* the papers have been officially recorded as "Not Passed." Only one additional project attempt will be permitted and scheduled in consultation with the student, and supervisory committee. The second project attempt will include a new selection of 5 articles and 3 new critiques will be written.
  - e) **If Not Passed after a second project attempt:** The student will be asked to withdraw from the program with unsatisfactory progress of the degree requirements. The degree will not be granted.
- II. Comprehensive Oral Exam:
1. **Goal:** The goal of the M.Ed. Comprehensive oral exam is to allow students to demonstrate the research-informed understanding of human development and learning, or special education in a collegial environment.
  2. **Prerequisite:** The comprehensive oral exam will only proceed if the research critique project is successful.
  3. **Examining Faculty:** The comprehensive oral exam will be conducted by the student's committee, which includes the supervisor and one additional regular departmental faculty member from LDIS or SPED. Consistent with Graduate Studies Policies, an examination Chair from inside or outside the department will oversee the oral exam procedures.
  4. **Scheduling:** The oral defense will normally be scheduled to take place within two (2) weeks of the student being notified that the project is passed. The graduate program assistant will coordinate scheduling and room booking.
  5. **Length:** The oral defense typically takes one and a half hours; additional time may be needed for further clarification as the examination committee deems appropriate.
  6. **Meeting Structure:** The structure of the oral defense is as follows:
    - a) A brief (15-20 min) summary by the student of the project papers and the written critiques.
    - b) An oral examination by committee members of the student's critiques, paying special attention to issues missed or poorly communicated in the written critiques.
    - c) Committee members may also ask questions regarding key principles of learning and development or special education as covered in the program area's core required courses.
    - d) Committee members will hold a brief *in-camera* meeting to adjudicate the oral examination. The committee will immediately report their decision to the student.
  7. **Outcome Reporting:** The supervisor and graduate program assistant will be responsible for reporting the outcomes of both *Project* ([ED-D 598](#)) and the *Comprehensive Oral Examination* ([ED-D 597](#)) to Graduate Studies. Grades assigned are Pass/Fail for each course.

*Revised January 2019*

Evaluation of Criteria for the  
M.Ed. Educational Psychology  
Project and Comprehensive Examination

Student Name:

Student Number: V0

Supervisor:

Committee Member:

Chair:

Date:

Evaluation Criteria

The critiques demonstrate mastery of the following skills:

Criteria	Pass / Fail
Ability to comprehend the article content accurately.	
Ability to situate the article content within a larger body of research and theory.	
Ability to identify any unnamed assumptions relevant to the authors' hypotheses, methods, and or conclusions.	
Ability to evaluate the soundness and appropriateness of the authors' choice of participants, measurement methods, study design, and basic analyses. Knowledge of advanced statistical procedures is not required.	
Ability to evaluate the importance and generalizability of authors' findings and conclusions	
Ability to identify potential applications to practice, policy, and future research.	

Supervisor / Committee Member Comments:

## Appendix B: PhD Candidacy Exams

Candidacy Exam (PhD in Educational Psychology)

### PROPOSED DETAILED DESCRIPTION

The candidacy exam is completed within 3 years of registration as a Doctoral student, and before writing the dissertation proposal. The candidacy examination cannot be completed within the first six months of the initial registration, and normally, will not be undertaken until the Doctoral seminar (ED-D660) and course work have been completed.

#### **Overview and purpose**

The goal of the candidacy exam is to affirm your preparedness and competence to do research that will culminate in a PhD dissertation in Educational Psychology. The candidacy exam should be considered an important developmental stage in the student's work. The questions should challenge the candidate to synthesize and integrate theory, research and practice in ways that will advance their thinking and conceptualization and position them to design and propose the doctoral research. Candidacy papers may be integrated in the proposal and dissertation, be published in their own right, or serve as a foundation for the proposal. However, they will not necessarily become chapters in the dissertation.

Specifically, the candidacy exam will:

- (1) Test understanding of material considered essential for Ph.D. degree completion and the student's competency to do research which will culminate in the dissertation,
- (2) Provide a foundation for designing and proposing dissertation research
- (3) Examine independent scholarly writing and conceptualization

#### **Format:**

- **Written component:** Two original papers (one methodological and one in the student's area of specialization) to be written independently without discussion or consultation with other human beings.
- **Oral component:** A brief presentation of the papers and an oral examination of the content of those papers.

#### **Procedures:**

1. In consultation with the committee and with reasonable familiarity with the candidate's area of research and research work to date, the supervisor or supervising committee will construct two questions (one methodological and one in the candidate's area of specialization). The questions will require original writing (i.e. ideas should not be cut and pasted from student's own past papers) designed to advance thinking and conceptualization in preparation for designing and proposing doctoral research.

2. Both papers will normally<sup>3</sup> be submitted electronically to the PhD committee within 30 days of receiving the original questions.
3. All PhD supervisory committee members must read the candidacy papers within 2 weeks.
4. The oral examination will be scheduled within 30 days of candidacy paper completion. The papers are not to be discussed with the candidate prior to the oral examination.
5. An oral exam of not more than 2 hours will consist of: (a) 20 minute presentation in which the candidate should overview the papers, and (b) questions from the committee. Intent of the questions is to: (a) clarify points of confusion or areas needing elaboration, (b) confirm that the papers were indeed written by the candidate, (c) guide or inform next steps for the doctoral research.
6. Immediately after the oral exam, the committee will hold an *in-camera* discussion to determine the outcome of the exam (written and oral combined). The candidate will immediately be informed of the grade.
7. The candidacy examination grade will be: (a) Clear Pass; (b) Marginal Pass; (c) Retake (i.e. retake of an individual question or of the overall examination); or (d) Fail.
8. If an examination is failed, the Committee will determine whether the student may undertake further preparation and repeat the examination (i.e., within the 2-year maximum) or whether it should be recommended to the Dean of Graduate Studies that the student be required to withdraw. If the examination is passed, the Supervisor(s) will notify the Faculty of Graduate Studies of the student's candidacy for the degree of Ph.D. In the case of a retake, the committee must clearly identify areas of concern in writing, determine a deadline for resubmission, and clearly indicate whether the paper/s need to be orally defended again, and/or read and approved by each committee member.
9. Both the exam questions and documentation about the results of the candidacy exam must be clearly recorded in the student's file.

**Requirements:**

- Papers should be published manuscript length (approx. 20 double-spaced pages each before references).
- Candidates are strongly encouraged to clear their schedules to devote the month to focus exclusively on the candidacy papers.
- Candidates may not discuss or consult with another human being about the content of the papers. However they can discuss the process and strategies for organizing and writing
- The papers must represent the candidate's original thinking and writing.
- The papers cannot be edited by a professional editor or proofreader.
- The papers should include APA citations and references.
- The papers should demonstrate scholarly writing using APA writing style and formatting and be carefully proofread prior to submission.

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<sup>3</sup> For unique situations or extenuating circumstances, exam timing may be adjusted. However, any deviation from the format outlined in this document, requires written request and documentation to support the change in format, and written approval from the doctoral supervisory committee members and graduate advisor.



### **Some Examples of Methodology Questions**

- (1) Describe the biggest (five or so) research methodology/measurement issues to be addressed in advancing research about motivation to collaborative learning contexts? Discuss the strengths and limitations of contemporary measures and provide direction for advancing the measurement of motivation regulation.
- (2) Considering contemporary issues in the measurement of emotions, describe what you consider to be the two or three most important factors in choosing among different ways of researching emotion regulation in academic contexts. Justify your choices.
- (3) Compare and contrast methods for measuring metacognition in decision-making. Make an argument for measures most suited to researching metacognition in use-of-force contexts.
- (4) Considering contemporary issues in the measurement of SRL, describe what you consider to be the two most important factors in choosing among different ways of researching SRL across sport and academic learning contexts. Justify your choices.

### **Some Examples of Specialization Questions**

- (1) Both motivation and self-regulated learning have been studied extensively over the last few decades. Where does motivation regulation fit into this ongoing discussion? How might a motivation regulation perspective advance theory and practice in the field? What are the conceptual challenges?
- (2) You have been hired by the Ontario Provincial Police Career development unit to lead a research-training policy unit. Your first order of business is to guide the development of an evidence-based approach to training and policy related to use of force. Drawing on your extensive reading and research in metacognition and decision-making write a report identifying and justifying the most critical areas for research, training and/or policy development over the next two years.
- (3) Drawing on theory and research explain the role of metacognition in XXXX. What are the most significant gaps in current research?
- (4) Provide two arguments for and two arguments against the position that: self-regulated learning transfers between sport and academic learning contexts. State your position and justify it.

## Appendix C: EPLS – Annual Graduate Student Progress Report

EPLS – ANNUAL GRADUATE STUDENT PROGRESS REPORT			
Student Name		Report Date	
Student ID		Start Date	
Program		Completion Date:	
Phone Number:		Email	
<b>To be completed by the STUDENT April 30 (yearly).</b>			
Planned Completion Dates	Date	Comments	
Course requirements			
Candidacy Exams (PhD only)			
Thesis proposal (MA & PhD students only)			
Project (non-thesis students only)			
Oral exam or Comprehensive			
SUPERVISORY COMMITTEE MEMBERS	Role (supervisor, member, outside member)		
	Supervisor		
	Member		
	Outside member		
COURSEWORK			
Course Number	Course Title	Term Completed or Planned	Grade

**TA and TEACHING WORK**

Term	Course	Position(s)	Total Hours

**AWARDS & OTHER FINANCIAL SUPPORT**

Start Date	End Date	Source	Amount \$

**WORK TERMS, PRACTICA, COOP or PROFESSIONAL ACTIVITIES (feel free to use extra pages)**

Completed	Planned

**RESEARCH ACTIVITY (MA & PhD) – (papers, conferences)**

Completed:	Planned

**Record of Meetings with Supervisor/Committee**

Date of Meeting (Who you met with)	Date of Meeting (Who you met with)

**PROGRAM GOALS FOR COMING YEAR**

**To be completed by the SUPERVISOR on Record**

Evaluate progress to date:

(NA) Not Applicable

**(U) Unsatisfactory:** Struggled to meet expectations, progress is below what is expected, minimal progress toward goals.

**(S) Satisfactory:** Meets expectations, progress toward goals, timely completion of required courses thesis/project components

Program	Rating	Actions to be Taken (include DEADLINES)
Regular attendance at scheduled meetings		
Course work		
Project/Thesis/Dissertation Progress		
Professional Activities (MA, PhD)		
Developing Research Experience (MA, PhD)		

Comments by the supervisor (use additional page if necessary)

Comments by the student (use additional page if necessary)

Supervisor Signature	Date
Student Signature	Date

The signature of the supervisor acknowledges that the supervisory committee has been consulted, and the report has been discussed with the student. The signature of the student acknowledges that the report has been discussed with the supervisor.

