



Faculty of Education

September, 2018

# **DOCTORAL STUDIES HANDBOOK**



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School of Graduate Studies: [www.mun.ca/sgs/index.php](http://www.mun.ca/sgs/index.php)

Please note that the information contained in this Handbook must be used in conjunction with the University Calendar, in particular, the General Regulations governing application, admission, enrolment and fulfilment of requirements. For general regulations governing the Doctor of Philosophy at Memorial University of Newfoundland, please visit:

<http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0376>

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## **MISSION STATEMENT OF THE FACULTY OF EDUCATION**

The Faculty of Education is committed to improving the human condition through education. The Faculty is dedicated to leadership and exemplary practice in teaching and learning, research and scholarship, and public engagement in local and global communities.

## **THE MEMORIAL UNIVERSITY OF NEWFOUNDLAND CODE**

All members of the Memorial University of Newfoundland Community, which includes students, faculty, and staff, shall treat others with respect and fairness, be responsible and honest, and uphold the highest standards of academic integrity.

## **GRADUATE STUDENT CONDUCT**

All graduate students shall adhere to Memorial University's policies and guidelines relating to academic scholarship, integrity and ethical conduct informing the design, conduct, and reporting of responsible research.

## **THE DOCTOR OF PHILOSOPHY (FACULTY OF EDUCATION)**

The Doctor of Philosophy of the Faculty of Education is a student-centred program designed to enable students to pursue their chosen areas of research in focussed and concerted ways. The program is one in which a diversity of research approaches are taught and valued. It is also a program on which shared experiences are offered as the basis on which to build a community devoted to scholarly exchange and inquiry. Students are offered opportunities to gain experiences as researchers, teachers, and academic citizens of the University community.

## **THE DOCTORAL STUDIES PROGRAM COMMITTEE**

### **Terms of Reference**

There shall be established by Faculty Council a Doctoral Studies Program Committee whose responsibility is to coordinate discussion of and decisions related to program regulations, policies and practices. The Committee shall:

- a. Serve as a discussion forum for issues related to the doctoral studies program;
- b. Promote discussions and exchanges of information among supervisory committees;
- c. Facilitate discussion of doctoral program issues within the faculty;
- d. Present motions to Faculty Council as needed; and,
- e. Prepare an annual report to Faculty Council.

### **Membership**

The Doctoral Studies Program Committee shall consist of:

- a) Five elected members (voting). Four members shall be elected from the Faculty at large. The fifth member shall be elected from the Faculty's representatives to the Academic Council of the School of Graduate Studies;
- b) Two doctoral students (voting);
- c) Representatives of supervisory committees (nonvoting members); and,
- d) The Associate Dean of Graduate Programs and Research (ex officio).

The Chair shall be chosen from the five elected members of the Committee.

## **DOCTORAL STUDIES ADMISSIONS COMMITTEE**

### **Terms of Reference**

The Doctoral Studies Program Committee shall establish a sub-committee entitled The Doctoral Studies Admission Committee. The Doctoral Studies Admissions Committee shall:

- a) Review all completed applications to the program;
- b) Facilitate faculty review of files;
- c) Prepare a short list of acceptable applicants;

- d) In consultation with faculty, identify a supervisory committee for successful applicants; and,
- e) Make recommendations for acceptance to the School of Graduate Studies

### **Membership**

The Doctoral Studies Admissions Committee shall consist of:

- a. The five elected members of the Doctoral Studies Program Committee; and,
- b. The Associate Dean of Graduate Studies and Research (ex officio).

The Chair shall be chosen from the five elected members of the Committee.

### **FULL-TIME STUDY**

Normally, students are admitted for full-time study to the Doctor of Philosophy program in the Faculty of Education, beginning in the Fall semester of each academic year. The University defines a full-time graduate student as one “who registers as such, devotes full time to his or her academic program and may not commit more than 24 hours a week working time, including teaching assistant or research assistant duties, to matters other than the degree program” (School of Graduate Studies - 3 General Information and Regulations Governing All Graduate Students, 3.3.8).

### **RESIDENCY**

The residency requirement for the Doctor of Philosophy in the Faculty of Education is three semesters and is normally fulfilled in the first three semesters of the program. To be a resident,

...a student must register as a graduate student of Memorial University of Newfoundland and participate in a community of learners and instructors (formally or informally) who are joined together by the practices and standards of a profession or an academic discipline. For most students this will involve taking courses or engaging in research while resident on campus. These attributes may, however, be found elsewhere and it is possible therefore that the residency requirement may be satisfied in an off campus location. In such cases, the Dean of Graduate Studies must be satisfied that the attributes are met. (School of Graduate Studies - 4 General Regulations - 4.3.5 Registration).

## **REGULATIONS GOVERNING THE DEGREE OF DOCTOR OF PHILOSOPHY (EDUCATION)**

The degree of Doctor of Philosophy in Education is offered to qualified candidates, normally by full-time study. Students are admitted and must begin study in the Fall semester of the academic year. The **GENERAL REGULATIONS** of the School of Graduate Studies of Memorial University of Newfoundland outlined in the current Calendar, and the Degree Regulations of the Faculty of Education outlined below will apply.

### **1. Admission to the Ph.D. Program**

General qualifications for admission to the Ph.D. Program at Memorial University are set out in the Memorial University Calendar, Graduate Studies General Regulations, Qualifications for Admission.

In addition, the following admission requirements apply:

- An “A” standing in a Master’s degree in Education or in an equivalent Master’s degree from an accredited university;
- Evidence of scholarly work, such as a master’s thesis, directed research project, or qualifying research paper; and,
- Normally, completion of two years of professional experience in an educational setting.
- An interview may be required.

### **2. Supervisory Committee**

Each candidate will have a supervisory committee comprised of a minimum of three members, at least two of whom shall be members of the Faculty of Education. The thesis supervisor shall be a faculty member in the Faculty of Education, Memorial University.

### **3. Components of Study**

#### **A. Courses:**

Students are required to successfully complete four courses on the doctoral program.

- a) Education 701A/B - Doctoral Seminar in Education: Area of Specialization  
Education 702A/B - Advanced Educational Research

Students must register for the 'A' portion of the above-noted courses in the first Fall semester of their program of study and the corresponding 'B' portion of the course in the following Winter semester. A grade of NC (No Grade Expected) will be assigned to the 'A' portion of each of these courses.

- b) Students will also be required to complete two (2) available graduate courses related to their program focus and specialty, based on the advice of the student's supervisory committee.
- c) Normally, no more than four courses may be undertaken on a candidate's program.
- d) Education 7003-30 - Special Topics (offered as required)

***B. Comprehensive Examination:***

The candidate shall undertake a written and an oral comprehensive examination, which will follow **GENERAL REGULATION 32.9.3** which sets out the procedures for the comprehensive examination.

- a) A candidate in a Ph.D. program in Education shall normally take the written Comprehensive Examination prior to end of the seventh semester of the program. The candidate will have completed required courses prior to taking the Comprehensive Examination. In preparation for the Comprehensive Examination, the doctoral candidate, with the guidance of the candidate's supervisor, will undertake study of the sub-disciplines/areas of concentration identified by the candidate and supervisory committee and approved by the Doctoral Committee. Normally, these will include the candidate's major area of concentration and two additional minor sub-disciplines/areas of concentration.
- b) Such study of sub-disciplines will normally include but not be limited to developing a reading list of important historical and current publications within the sub-disciplines, identifying emerging research emphases within the sub-disciplines, and writing scholarly review papers of these publications.
- c) In preparation for the written comprehensive examination, the doctoral candidate and the supervisory committee will agree on the topics to be examined. The examination will be written over a three week period.
- d) Normally the oral comprehensive examination will occur within six weeks of the

written examination, which if judged to be successful by the Comprehensive Examination Committee, will form the basis of an oral comprehensive examination.

- e) The procedure for scheduling the Comprehensive Examination shall be initiated by the candidate's supervisor who will notify, in writing, the Dean of Education of the candidate's readiness. The date of both the written examination and the oral examination will be determined by the Dean of Education. The candidate will receive a written notice of the scheduled date for both examinations from the Dean of Education.
- f) The Comprehensive Examination Committee shall be appointed by the Dean of Graduate Studies in accordance with School of Graduate Studies **GENERAL REGULATION 32.9.3** on the recommendation of the Dean, Faculty of Education. There will be six members of the Comprehensive Examination Committee as follows:
  - Dean of Education or delegate (Chair)
  - Chair of the Doctoral Studies Program Committee of the Faculty Council of Education
  - Candidate's supervisor
  - Second member of candidate's supervisory committee
  - Dean of School of Graduate Studies or delegate (nonvoting),
  - Member of the Faculty of Education or educational community selected by the Dean of Education.

In the event that the Chair of the Doctoral Studies Program Committee is the candidate's supervisor, the Dean of Education shall appoint an additional member from the Doctoral Studies Program Committee.

### ***C. Ph.D. Thesis Regulations***

- a) The candidate must submit a thesis proposal based on his/her own research interest to all members of the Supervisory Committee for critical evaluation. Normally, the proposal must be approved prior to the eighth semester of the

program. The Chairperson of the Supervisory Committee will inform the candidate within one month of its acceptance, rejection, or acceptance with recommended changes.

- b) If the proposal is not acceptable, the candidate will normally be permitted a second attempt. The revised proposal must be submitted and deemed acceptable by the Supervisory Committee within a semester. Failure to resubmit within this time period will lead to termination of the candidates program.
- c) The thesis shall give evidence of the candidate's ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyses, and present the findings in a scholarly manner.
- d) Each candidate will be required to present a seminar on her/his thesis research to the Faculty.

The Ph.D. program will conclude with the examination and oral defence of the completed thesis in accordance with the appropriate sections of the **GENERAL REGULATIONS** governing the School of Graduate Studies.

### **COURSE INFORMATION**

As outlined in the Components of Study section of the General Regulations, a student is required to complete four courses as part of the Doctor of Philosophy program. There are two (2) required courses: **Education 701A/B: *Major Area of Concentration***; and, **Education 702A/B, *Advanced Educational Research***. Students will also be required to complete two (2) available graduate courses related to their program focus and specialty, based on the advice of the student's supervisory committee

**Education 701A/B** is a required course designed to offer students an opportunity for examination of in-depth and comprehensive scholarship in the student's major area of concentration or specialization. This course is typically organized, developed and facilitated by the supervisory committee for the candidate. A course syllabus of readings and course requirements is presented to the candidate at the beginning of the Fall semester.

**Education 702A/B** is a required course designed to engage students in substantive questions of ethics, philosophy, epistemology, and politics in relation to educational research. This course meets over two semesters and includes a mentoring component with faculty who regularly teach

educational research courses and with members of the student's supervisory committee. This course is designed so that students may both engage a broad range of educational research while also studying their own doctoral research pursuits.

### **OTHER REQUIRED COMPONENTS OF STUDY**

As outlined in the Regulations, normally, no more than four courses may be undertaken on a candidate's program. However, students must develop expertise in a major area of concentration and two minor areas of concentration. The **major area of concentration** or specialization is the focus of Education 701A/B. Typically, the **two minor areas of concentration** are pursued through guided study (through special topics or other scholarly work which is the equivalent of no more than two courses) and through extensive independent study. All areas of concentration - the major and minors - are the focus of the comprehensive examination. Students and supervisory committees should attend specifically to item 32.9.3 under Regulations Governing the Degree of Doctor of Philosophy (Education) - in relation to study in the areas of concentration.

### **COMPREHENSIVE EXAMINATION PROCEDURES**

As outlined in the General Regulations [4.8 Comprehensive Examinations](#), the Comprehensive Examination addresses the areas of concentration chosen by the doctoral student at the beginning of the program. It is an opportunity to engage in indepth study and analysis of scholarship related to these areas. The comprehensive examination is based on a list of substantive readings in the areas of concentration selected by the Supervisory Committee. It is also an opportunity to consider issues of research method and design as they relate to the emerging research program of the student.

The following process is to be followed by the PhD Comprehensive Examination Committee:

- The comprehensive examinations must be completed before the end of the student's seventh semester. The student must know about the areas of their sub-disciplines for at least three months before the exam is scheduled. The supervisor will inform the Associate Dean of Graduate Programs when the student is ready for their comprehensive exams and provide a copy of their reading list to the Graduate Office.

- In preparation for the Written Comprehensive Exam, the first step will be for the Supervisory Committee to create six questions based on the reading list.
- The Examination Committee will meet to review the questions and edit as necessary.
- If necessary, a second meeting will be arranged to approve a final copy of the exam. The final copy will be sent to the graduate office for formatting one – two days before the scheduled exam.
- The Comprehensive Examination Committee will present the student with a total of six exam questions, with two exam questions in each of the three areas of concentration. The student will choose one question within each area for a total of three responses, overall. In the major area of concentration, the student will choose and complete one of a possible two questions and compose a 5000-6000 word essay response. For each of the two minor areas of concentration, the student will choose and complete one of a possible two questions and compose a 2500-3000 word essay response.
- The final copy will be distributed to the student on the day of the exam. The student is permitted to use the Writing Centre for final editing of the exam.
- The student will return their responses to the Graduate Office at the end of three weeks, and the answers will be distributed to the members of the examination committee for review.
- The Examination Committee will meet within 7 – 10 days to discuss the responses and determine whether the student was successful in their written portion and is able to proceed to the oral examination. Students must pass their written examination in order to proceed to the oral examination. The committee will also discuss areas which may need clarification and begin to develop questions for the oral examination.
- The Associate Dean of Graduate Programs will meet with the student and provide feedback and recommendations from the Examination Committee.
- The Oral Examination must be no sooner than two weeks and no longer than six weeks after the completion of the written portion. It will be held on an entire morning or afternoon (approximately three hours).
- All members of the Examination Committee (with the exception of the Associate Dean)

will compose two questions each, for a total of eight questions.

- Students are permitted to bring any supporting documents into the exam, including notes, exam responses, books, and reading lists.
- The student will be presented each question in writing during the examination. There is no time limit – the student may take as long as necessary to answer the questions.
- There will be two rounds of questions, one question each round. Follow-up questions are permitted for clarification, elaboration, and explanation. Breaks are permissible.
- The questions are in no particular order; however, the Supervisor can choose to go last to help the student redeem his/herself on a point.
- Once the questioning is complete, the student leaves the room and the Examination Committee renders a decision.
- The Associate Dean will meet with the student in the Graduate Office to deliver the decision.

### **Purpose of the comprehensive exams:**

The purpose of the comprehensive exam is to

- a) Evaluate and support the development of a student's knowledge in their substantive field(s) of study in relation to education
- b) Determine the student's preparedness to undertake thesis research and to write a thesis, by identifying substantive weaknesses and strengths.
- c) Assess a student's ability to communicate (written and oral) understanding of a chosen field of study.

The comprehensive examination allows students to demonstrate their readiness to complete a research project successfully by:

- Critically reviewing broad knowledge in a field of educational research with a global view on the subject.
- Demonstrating how their understandings are informed by theory, and scholarly work is framed using theoretical perspectives from the field.

- Integrating concepts, principles and theories they have studied during their course work and through independent reading and writing.
- Presenting and defending their written work orally.

More specifically examiners will be assessing whether the student has developed:

- A depth and breadth of knowledge and skills that prepares a student as an independent scholar capable of engaging in thesis research at an advanced level.
- Breadth and in-depth knowledge of a field(s) of study (theoretical and empirical).
- The ability to critically review and synthesize existing literature relevant to the field(s) of study.
- The ability to identify implications, gaps, contradictions and limitations in the existing literature and identify areas that may warrant further investigation.
- Strong analytical, problem-solving and critical thinking abilities.
- The potential ability to conduct independent and original research.
- The ability to communicate knowledge of the discipline through quality written texts and an oral defense of those texts.

### **Examination formats:**

Students are required to write and orally defend three papers: A major paper (5000-6000 words) and two minor papers (2500-3000 words). Normally, students are given a choice of two questions for each paper and they are required to complete one question per paper.

The three papers (a major area of concentration and two minor areas) could consist of:

- synthesis papers based on a critical review of bodies of literature and theories in the relevant field(s) of study that underlie the student's research topic; or
- papers that focus on research knowledge such as a literature review, theoretical framework or research methodology(ies) relevant to the student's research; or

Decisions on the above formats will be made by the supervisor and committee in consultation with the student.

The Examination is an independent endeavour, so students are not able to access advisory support, or elicit feedback from classmates, or instructors. Students can access support from the Writing Centre but not from professional editing services.

### **THE RESEARCH PROPOSAL**

The student will write a research proposal in consultation with the supervisory committee. Normally a proposal will contain: Research problem, purpose, research questions, literature review, research design and methodology, and research strategy/plan. Other sections could include limitations of the study, ethics, and significance of the study.

Once the supervisory committee is satisfied with the proposal, students are required to submit, in electronic format, the proposal to the Associate Dean of Graduate Program's office. Students are also encouraged to present their research proposals to faculty in the Doctoral Studies Presentation Series to get further feedback on their proposed research.

### **THE DOCTORAL STUDIES PRESENTATION SERIES**

Throughout the period of full-time study, all doctoral students are required to present in and to attend a series of presentations organized around research and scholarship in education. As part of this series, students present a sample of a work-in-progress, arising out of their studies, as part of a faculty-wide seminar series. The series aims to promote discussion among students and faculty about diverse research perspectives and approaches. The intent is to create an open, collegial and engaging space for supportive dialogue. There is no formal evaluation attached to the presentation.

## **THE SUPERVISORY COMMITTEE**

The Doctor of Philosophy in Education is designed to allow students to pursue focussed research and study based on their experiences and expressed interests. Mentoring is a strong component of the program and one of the central means by which a student accumulates important educational experiences related to educational research. The full participation of all members of the supervisory committee is therefore essential to the success of the program. The supervisory committee is responsible for overseeing the components of study for the student. Committees are selected to represent expertise in the areas of concentration the candidate has identified and the participation of all members is therefore expected and required.

## **MENTORING DOCTORAL STUDENTS**

In keeping with the principles of the program, supervisory committees must ensure that doctoral students are provided a wide range of experiences which prepare them for a career in academia. Grant proposal writing, conference proposal writing, writing for publication, observing research, participating in data collection, and preparing a book prospectus are examples of key experiences with which doctoral students may become familiar.

### *Teaching experience in the faculty*

Our faculty is an active teaching faculty with many experienced teaching practitioners and teaching researchers. During their time in the program, students may have the opportunity to gain teaching experience and teaching-related knowledge. Depending on their interests and individual circumstances, students may apply for opportunities including:

- Graduate teaching assistantships;
- Sessional teaching opportunities;
- Observation of teaching in post-secondary and/or public school settings;
- Teaching-related research and reading related to teaching strategies;
- Guest lecturing and co-teaching;
- Teaching demonstrations and/or facilitation within committee member's classrooms.

Although the faculty cannot guarantee such opportunities, in the past many of our students were able to gain teaching experience by engaging in teaching within the faculty community through the aforementioned activities. In addition to these opportunities, students are encouraged to engage in teaching-related professional development such as:

- The Center for Innovation in Teaching and Learning's (CITL) Teaching Skills Enhancement Program (TSEP);
- Workshops offered by the Center for Innovation on Teaching and Learning on topics such as Universal Design for Learning, assessment, and self-directed learning etc.
- Activities and projects offered under the broader umbrella of Memorial's Teaching and Learning Framework.

Students should remain mindful that the PhD program is an intensive program that requires a significant investment of time. **Students should consult** with their supervisory committee regarding their workload before pursuing teaching-related activities and be mindful of the relevant rules and regulations governing full-time PhD students. PhD students should contact their supervisor and department to discuss potential formal and informal opportunities. Supervisors must approve all teaching opportunities. As well, students would normally be expected to meet the following conditions:

- They have successfully completed their comprehensive exams and have been admitted for candidacy.
- They have completed Memorial's Teaching Skills Enhancement Program (TSEP).
- They have previous teaching experience.

As part of the mentorship process it would be expected that the supervisor would make contact with those involved in the student's program as needed. Contact would be important to evaluate the student's progress in various capacities and to make decisions regarding the student's ability to manage increased levels of responsibility. Ideally, students would be mentored into teaching, moving, for example, from a graduate assistantship to shared teaching and then independent

teaching.

## RESPONSIBILITIES OF SUPERVISORS AND GRADUATE STUDENTS \*

Endorsed by SGS Academic Council on September 19, 2016

<https://www.mun.ca/sgs/responsibilities.pdf>

| <b>Supervisors</b>   | <b>Students</b>  |
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| Supervisors should make themselves familiar with regulations of the SGS and their own academic units, keep abreast of any changes that might affect their students, and ensure that students are informed of these regulations.  | Students should become familiar with and meet all appropriate deadline dates and regulations associated with registration and graduate requirements, as specified in the appropriate regulations of the SGS and the academic unit.   |
| Supervisors must convene meetings of students' supervisory committees at least once a year and should annually complete and submit to the SGS a detailed Supervisory Report Form for each student under their supervision.   | Students should assist the supervisor in preparing for the yearly report by providing relevant documents or information.   |
| With the input of students, supervisors will provide clear guidelines of expectations from the supervising faculty member on their program, including timetables and milestones. This study plan will ensure students can complete their programs in a timely manner. Study plans should be challenging and feasible, and allow intellectual contributions from the students. Such plans should reflect short- and long-term academic and professional goals (e.g., publications, conference presentations, skills development, and awards) that will enrich students' experiences and prepare them for the world of work. | Students will provide input for and meet the milestones reflected in a study plan to ensure timely completion. A reasonable research topic shall be identified as early as possible with the consultation of the supervisor. Students should understand that they are making a commitment to enhance the chosen field of study by developing expertise to a level of competence where new ideas and knowledge may be created. In consultation with the supervisor, the student will choose and attend appropriate professional activities. |
| Supervisors should initiate regular meetings with their students, according to a mutually agreed schedule, and make themselves accessible to discuss problems or issues that may arise between scheduled meetings. All students should have a supervisor or an advisor during the course of the program, and should contact the Graduate Officer if they do not have one.  | Students must maintain regular contact with the supervisor and the members of the supervisory committee, and should meet with the latter regularly to review progress. Students should follow the agreed upon program of study (including thesis research where appropriate) and endeavor to make acceptable progress towards program objectives.  |
| Supervisors should make constructive suggestions on any written work submitted as part of their students' program, alert students to any perceived difficulties this work is likely to encounter, and return the work to students promptly. Supervisors should make reasonable efforts to ensure that theses are acceptable before they are submitted to the SGS for examination.  | Where it is required, the student must agree to produce a thesis of his/her own work that reflects a capacity for independent scholarship in the discipline, and that meets generally accepted standards of quality and style. In the thesis, the student must acknowledge assistance, materials and/or data provided by other scholars, including fellow students, companies, technicians, the supervisory committee and others.  |

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| Supervisors will endeavour to foster the development of professional skills among graduate students, including teaching, presentations, writing (including grant writing), and interviews. Supervisors will also encourage students to pursue professional activities and help prepare them to be competitive for employment by advising on career options within and outside of the academy. | Students will take advantage of skills development opportunities available to them, including workshops, seminars, and resources offered through the Enhanced Development of the Graduate Experience (EDGE) and within their academic units. Students will devote time and commitment to skills development as needed.   |
| If students have been supported by funds from the supervisor's research grants, and such funds become unavailable, supervisors should attempt to give at least one semester's notice to these students to find alternative funding.   | If students have been supported by funds from the supervisor's research grants, and such funds become unavailable, supervisors should attempt to give at least one semester's notice to these students to find alternative funding.  |
| Supervisors should consult their academic units on the assignment of graduate assistantships, and ensure that duties assigned under such assistantships are appropriate, comply with the TAUMUN collective agreement, and do not impede the progress of students' academic programs.  | Supervisors should consult their academic units on the assignment of graduate assistantships, and ensure that duties assigned under such assistantships are appropriate, comply with the TAUMUN collective agreement, and do not impede the progress of students' academic programs.   |
| Supervisors should discuss intellectual property issues with students, at the earliest possible stage of their programs, including any potential joint authorship that might arise from their research and any joint ownership of data or patents; supervisors should also make sure they adequately acknowledge any student contributions to material they publish.                          | Students must recognize that in cases where his/her research comprises a component of the supervisor's research program, questions of joint ownership of data and/or patents should be discussed. Questions regarding sole or joint ownership of data in such a research program must be resolved as early as possible in the life of the program, and the possibility of joint publication of research results discussed and clarified. |
| Supervisors should inform the students of the institutional ethical policies and the ethical standards of their particular discipline and should ensure that the students receive adequate training in those ethical principles.  | Students should endeavor to understand and follow institutional ethical policies and should exercise honest and ethical behavior in all their academic pursuits, whether these pertain to study, course work, research, cooperative placements, community engagement, or teaching.   |
| Supervisors should inform students of safety regulations on campus and encourage students to become familiar with regulations off campus.   | Students should maintain safe work environments and discuss concerns with supervisors as soon as problems are noted. Students should become aware of and follow safety policies on and off campus.   |
| During any extended period of absence from campus, supervisors must make arrangements for advising and supervising students while they are absent; such arrangements should be acceptable to their students and to heads of the relevant academic units.  | During any extended period of absence from campus, supervisors must make arrangements for advising and supervising students while they are absent; such arrangements should be acceptable to their students and to heads of the relevant academic units.   |
| Supervisors should ensure that they do not exploit students for personal, financial, or professional gain.  | If students feel they are exploited in any way they have the responsibility to discuss concerns with the Graduate Students' Union, Graduate Officer, Head of Department, and finally the Dean of Graduate Studies.   |

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|   | This list may not be exclusive.   |
| Supervisors should avoid any attempts to indoctrinate students into their own political, religious, or other ideologies and prejudices.   | Supervisors should avoid any attempts to indoctrinate students into their own political, religious, or other ideologies and prejudices.   |
| Supervisors should, in any case where disagreement arises between supervisor and student, approach (in consultation with the student if possible) the Head, Graduate Officer or other appropriate person to initiate a process for resolving the dispute. | In cases where there is disagreement between supervisor and student, it is incumbent upon the student, in consultation with the supervisor whenever possible, to approach the appropriate officials within the academic unit and/or the SGS so that discussions aimed at solving the problems can be initiated. The Graduate Students' Union is available for information and advocacy as well. |

## **LETTER OF UNDERSTANDING FOR ADVISORS/SUPERVISORS AND GRADUATE STUDENTS**

This document was prepared by the Canadian Association of Graduate Studies (CAGS November 2012) to provide member institutions with a comprehensive resource for the development of a Letter of Understanding between Advisors/Supervisors and Graduate Students.

[https://www.mun.ca/educ/current/graduateCurrent/Letter\\_of\\_understanding\\_2018.pdf](https://www.mun.ca/educ/current/graduateCurrent/Letter_of_understanding_2018.pdf)

## **AWARDS & SCHOLARSHIPS**

For information regarding awards and scholarships, please visit:

<https://www.mun.ca/educ/scholarships/>

[https://www.mun.ca/educ/scholarships/graduate\\_scholarships.php](https://www.mun.ca/educ/scholarships/graduate_scholarships.php)

<http://www.mun.ca/sgs/current/scholarships/>

[http://www.mun.ca/sgs/current/scholarships/current\\_scholarship\\_notices.php](http://www.mun.ca/sgs/current/scholarships/current_scholarship_notices.php)

## **LEAVE OF ABSENCE REQUESTS**

Students can access the leave of absence request form and regulations governing such requests from the School of Graduate Studies website (See [http://www.mun.ca/sgs/general\\_forms.php](http://www.mun.ca/sgs/general_forms.php)).

### **Guidelines for Leave of Absence**

In addition to the regulations outlined by the School of Graduate Studies, doctoral students in the Faculty of Education who are considering a leave of absence request should note that:

- The time line for completion of the graduate/doctoral program ceases for the duration of the leave and resumes when study recommences;
- Fees, including tuition, cease for the duration of the leave;
- All fellowships, scholarships and other forms of financial support (and eligibility for same) cease for the duration of the leave;
- It is at the discretion of the Faculty of Education if and how much funding is restored upon recommencement of study. Reinstatement of financial aid is not guaranteed. Decisions regarding funding for students who take leave will be decided by the Associate Dean for Graduate Programs in consultation with the Doctoral Studies Program Committee of the Faculty of Education; and,
- The candidate cannot avail of the resources of the University or the Faculty for the duration of the leave, including faculty supervision, office space, etc.

#### **Procedure for Leave of Absence Requests**

Students intending to apply for a leave of absence should note the following procedure:

- Discuss the intention to apply for a leave of absence with all members of the supervisory committee and secure the supervisor's signature on the leave request form;
- Forward the signed request form to the Office of the Associate Dean for Graduate Programs. The Associate Dean for Graduate Programs will consult the Doctoral Studies Program Committee and then forward the form, with a recommendation of support or non-support, to School of Graduate Studies. The Dean of the School of Graduate Studies communicates a decision regarding the leave of absence request to the applicant; and,
- Three months prior to the end of the leave of absence, the candidate must communicate to the Associate Dean for Graduate Programs a decision regarding recommencement of program.