

# PhD in Educational Studies

## Handbook



2024-2025



UNIVERSITY  
of Prince Edward  
ISLAND

# Welcome

The University of Prince Edward Island is located within the unceded territory of the Mi'kmaq Nation of the Wabanaki Confederacy in the traditional district of Epikwitk. We acknowledge them as the past, present and future caretakers of this land.

We also welcome you to UPEI and the PhD in Educational Studies program offered by the Faculty of Education. We are delighted to have you join our community. Our PhD in Educational Studies brings together a broad collection of scholars. We unify ourselves around common core values of critical reflection, compassion and innovation in Education. Yet we celebrate and learn from the diversity of interests brought to the PhD by the students and their supervising teams.

Our program is small, but many of our graduates have come from or travelled around the world. Some graduates have taken up careers working in Faculties of Education themselves, while others launched their own businesses, returned to their classrooms or started completely new career pathways. Regardless of your motivation upon entering a PhD, completing it will mark a significant personal achievement and involve growth and change that comes with highs and lows as you move forward. And much like a family, we will be there with you. From all of us in the Faculty of Education, congratulations on your acceptance and we wish you the very best as you undertake your academic journey!



Sincerely,

Dr. Miles Turnbull  
Dean, Faculty of Education  
University of Prince Edward Island

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This version (2024-25) of the PhD Handbook is the official guide for Students, Faculty and Supervisors in the PhD program. Students who entered UPEI prior to 2023, may use this guide or the official guide published at the time of their entrance to the program. However, all assessment forms found in this guide will be applied to all students.

This Handbook is provided as a guide for you and does not supersede academic regulations provided in the Academic Calendar.

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#### MISSION STATEMENT OF UNIVERSITY OF PRINCE EDWARD ISLAND

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential. To accomplish these ends the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.

## Important Contacts

If you have more questions after you have reviewed the handbook, please direct your questions to:



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You may also visit the [Faculty of Education](#) website and the [Faculty of Graduate Studies](#) for general information.

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## Executive Summary

1. The average time to complete the PhD is 4 years, it is possible to complete in three years, some students may take as long as 7 years.
2. The required course work (five courses) is usually completed in the first year. This year is known as your Residency.
3. After the residency, you control the timeline to completion, but you are required to be **actively registered** in at least one PhD course every term: Fall, Winter, Summer.
4. The first stage after completion of Residency is the comprehensive examination (ePortfolio and oral defence). It is usually completed in the second year.
5. The second stage is the development and defense of a PhD dissertation proposal. This is completed in second or third year.
6. Once you defend your PhD proposal your status changes from PhD Student to PhD candidate.
7. Finally, you complete your dissertation and present it in a public forum and private exam. The time to complete from the proposal to the final exam varies significantly based on your research but is usually managed within 2 years.
8. To track your progress throughout the program you are required to complete a bi-annual progress report due July 1<sup>st</sup> and January 1<sup>st</sup>. This report is completed in consultation with your supervisor and is submitted to the Faculty of Education Graduate Studies Coordinator.
9. The more you engage with the faculty and university community, the more you will learn. To aid you, we:
  - provide a shared graduate student workspace (Graduate Students Office) in Memorial Hall (room 303). Use of this space to connect with colleagues is encouraged,
  - encourage you to attend as many academic presentations at the Faculty of Education as possible as well as other academic presentations at conferences,
  - provide volunteer service opportunities where you can become involved in the “workings” of the faculty.
10. Unfortunately, we are unable to offer guaranteed funding support for PhD students. However, there are regular opportunities for you to engage in paid internships, research assistant positions and several large and small scholarships you can apply for:
  - PhD students can apply annually for a Faculty of Education Research Assistantship in the fall in the amount of \$2,000 to \$3,500 pending budget approval.
  - Canadian students, in discussion with their supervisor, are encouraged to apply for federal funding (SSHRC CGS-D/Fellowships) in their first or second year (range \$20,00-45,000).
  - International and domestic students are eligible to apply for the Vanier Canada Graduate Scholarship, given the highly competitive nature of this scholarship and the amount of time needed to complete the application, this should be done after a discussion with individual supervisors.
  - The Department of Awards and Scholarships maintains a list of smaller awards specific to Education ranging from approximately \$500-3000.
  - Research Assistantships are advertised through the UPEI student employment website.

## 1. Introduction to the UPEI PhD

While you have all entered the PhD with diverse personal goals, the central goal of the PhD program, from the University's perspective, is to examine education at an advanced level from a variety of perspectives, including, but not limited to the investigation of theoretical and practical aspects of policy, curricula, teaching and teacher education, administration, and professionalism in a school, college, higher education, professional or community context as relevant to the student. The program provides learning opportunities in which the student, in supervisory and collegial relationships with one or more faculty members:

- Develop a critical and comprehensive understanding of significant trends and major concerns in the field of education and formulates and expresses, both orally and in writing, personal and professional positions in relation to how these trends and concerns are manifested in their area of interest.
- Develop in-depth knowledge and understanding of different philosophical stances in education and educational research and their sociopolitical and practical implications.
- Develop an understanding of and ability to apply and evaluate, a wide range of research methodologies used in educational research.
- Design and presents a proposal for an original research project of significance in the field of education.
- Complete the proposed research under faculty supervision, then writes and orally defends a dissertation.
- Develop competencies in clear and logical writing skills that allow for disseminating knowledge to a variety of audiences.
- Develop competencies in leadership roles within formal and/or informal educational institutions, agencies, or communities.

It is on these broad competencies that your progress through the program will be measured.

### 1.1 Program Overview

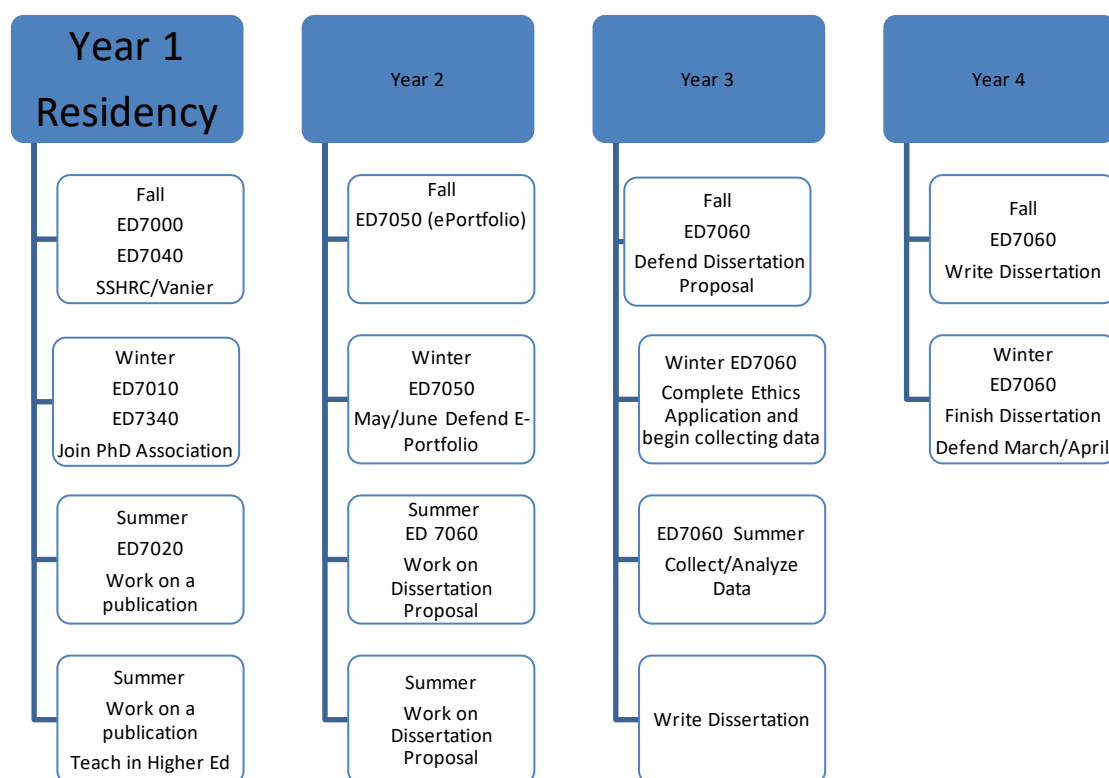
The Doctor of Philosophy (PhD) in Educational Studies at the University of Prince Edward Island consists of four courses (1-4) a required independent study course completed with your dissertation supervisor (5) and progresses to fully independent work, the preparation of your competency or readiness (6) and the development of a dissertation proposal, defending the proposal, conducting the dissertation work and defending the final dissertation (7). These stages are all identified by courses. Students **MUST** be continuously registered in at least one PhD course equivalent to their stage of study.

1. ED7000 – Advanced Quantitative Methodology and Methods in Education Research
2. ED7010 – Advanced Qualitative Methodology and Methods in Education Research
3. ED7040 – Graduate Seminar in Educational Studies



4. ED7340 – Education Research and Theory
5. ED7020 – Directed Study in Educational Research Methodology and Methods
6. ED7050 – e-Portfolio examination (Ed7000, Ed7010, Ed7040, Ed7340, & Ed7020 must be successfully completed prior to starting the e-Portfolio)
7. ED7060 – Dissertation examination (all the above work must be finished prior to starting the dissertation journey)

To aid planning of individual progress, the figure below provides an overview of the typical timeframe and outlines some additional tasks that can be completed within the **4 years**.



## 1.2 Year of Residency

Our experience has taught us how important it is to have a community as you develop your identity as a scholar and build your research agenda. Therefore, UPEI's PhD in Educational Studies is built on a cohort model. A cohort consists of 4-12 students from diverse professional backgrounds who progress through the first year of the program together. It is hoped that, within this first year, you can develop relationships not only with your own cohort but with the Faculty of Education and UPEI PhD community that will nourish you throughout your PhD. journey. There are several ways you can engage in the PhD and cohort community beyond coming together for classes. We encourage you to participate in as many of these opportunities as you can, as they not only add to your academic development but foster relationships that will help you celebrate your progression and support you in your difficult periods.

- Actively participate in one of the various book clubs found on campus (i.e. Graduate Students Association, Teaching and Learning Centre).
- Participate in the Teaching and Learning Centre's workshops, presentations, and conferences. One of their programs (Academic Instructional Skills Program) leads to a certificate you can note on your CV.
- Participate in faculty events such as PhD and MEd defenses, guest speakers, and social events.
- Form a writing group to create space for writing and provide and receive feedback to/from peers on writing and project planning.
- Present at an Atlantic or National conference (i.e., AAU or CSSE)
- In discussion with your supervisor, complete an SSHRC CGS-D application even if you do not plan to submit it. The process of developing the application helps you refine your dissertation goals.
- Apply for advertised research assistantships or volunteer to work on a project with Faculty members you want to learn from.
- In a similar fashion, apply or volunteer for teaching assistantships with faculty.
- In discussion with your supervisor, apply for sessional teaching.
- Become involved in both the graduate student society and the PhD society for the Faculty of Education, and attend their social events to meet graduate students in other faculties.

## 1.2 Degree Course Requirements with Descriptions

As outlined in the Academic Calendar, the Ph.D. in Educational Studies consists of four courses that are normally completed in the first year with your cohort members. An additional Directed Studies Course, and then three "courses" or phases of study that involve the development of an e-portfolio, a research proposal and a final dissertation. The course descriptions from the calendar are as follows:

### ED7340 Theory in Educational Research

This course focuses on the evolution of educational thought from a variety of cultural perspectives. The interplay of theorists and theories from philosophy, psychology, and sociology will be drawn together to explore their influence on conceptions and practices of education.

### ED7040 Graduate Seminar in Educational Studies

In this seminar, students are exposed to and engaged in selecting and critiquing a wide variety of public scholarly presentations by visiting scholars and UPEI faculty researchers, and facilitating scholarly dialogue among those who attend.

### ED7000 Advanced Quantitative Methodology and Methods in Education Research

This course explores an extensive range of quantitative approaches to research in education including, but not limited to, experimental and quasi-experimental research and surveys. The course also focuses on statistical analyses appropriate for quantitative research.

3 credit hours

### **ED7010 Advanced Qualitative Methodology and Methods in Education Research**

This course explores a range of qualitative methodologies and methods in qualitative inquiry in educational studies and locates these approaches in broader theoretical and epistemological trends in social science and humanities. In addition, students will explore varying ways to collect, analyze and interpret qualitative data. Taught by active researchers with expertise in qualitative research methodologies, the course prepares students for critiquing and using qualitative research.

3 credit hours

### **ED7020 Directed Studies in Educational Research Methodology and Methods**

Working with their Dissertation supervisor(s), students develop in-depth knowledge and practical expertise related to specific research methods appropriate to their chosen Dissertations.

### **ED7050 PhD Comprehensive Examination (e-Portfolio and oral defence)**

The Comprehensive e-Portfolio is an independent work, separate from the dissertation proposal, where the student provides evidence of his or her knowledge, skills, and readiness to embark on a Dissertation journey. Students collect pieces of their own work completed throughout the program, in a variety of formats, which demonstrate 1) that they have read broadly in the field of educational studies; 2) that they have in-depth knowledge of the literature in one area of research interest, which could be related or unrelated to the intended Dissertation topic; and 3) that they have a critical understanding of methodologies and attendant methods used in educational studies, including quantitative and qualitative paradigms. In an introduction to the e-Portfolio, students make a case for the documents they include in the e-Portfolio by justifying how the documents demonstrate that the goals of the comprehensive requirement have been reached.

### **ED7060 PhD Dissertation**

The PhD Dissertation provides 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.

## **1.3 Registration and Fees**

- Applicants must receive formal notification from the Office of the Registrar that they have been accepted into the program before registering in August as PhD students.

Students are registered with full-time fees for three years. After the third year, students continue with a maintenance fee until the degree is completed. Students should normally complete their degree in 7 years.

Once the first five courses are completed, and you move into eportfolio and dissertation, you register for the relevant course repeatedly (every term) until you have completed it. For example, You register for 7060 over multiple semesters, equating to the stages of your progression.

- Initially, you complete a dissertation proposal and defend it during an oral exam.
- You commence the dissertation work and, upon completion, defend this work during an oral exam.
- . You register each semester in 7060-1, then 7060-2 , then 7060-3, then 7060-4 (you continue to register in section 4 until completed).., 7060-1,

## 1.4 Registration Changes

- Changes in registration (deletion or addition of courses) should be discussed with your supervisor in advance.

## 1.5 Continuity of Registration

- Graduate students must be registered in at least one course each semester, whether for coursework or for engagement in the Dissertation (ED7060).
  - **A leave of absence** requires approval from the CGS and the Dean of the Faculty of Education. Up to one year (three semesters) of leave may be granted.
    - Parental/maternityleaveswillbegrantedin accordancewith PEI Provincial employment regulations.
- Candidates must be registered in the semester in which they complete the requirements for the degree.
- A progress report must be submitted to the CGS bi-annually as per Faculty of Graduate Studies regulations. The reports required January 1 and July 1, should be completed in consultation with his/her supervisor, using the Bi-annual Progress Report form.

## 1.6 Bi-Annual Progress Report

On or before July 1st and January 1st, after consultation with his/her Supervisor, the student/Candidate will submit an Annual Progress Report to the CGS (**Appendix A: Bi-Annual Progress Report Form**), including:

- List of courses completed with grades received, including the e-Portfolio and proposal if completed during the year.
- Summary of progress steps and issues from admission toward PhD completion.
- Timeline toward PhD completion: Dissertation plan for ethics review, data collection, analysis, and writing as applicable.

The Bi-Annual Progress Report is stored as part of the student file. If concerns are raised about student progress, these reports are used for discussion with the Supervisor and Graduate Studies Committee. For example, if a student fails a course or a required examination, the Graduate Studies Committee will view that in the light of the bi-annual progress reports and recommend appropriate action to the Dean. The Dean of Education can accept the recommendation or modify, in consultation with the Graduate Studies Committee. If a satisfactory agreement for all parties concerned cannot be reached at this level, the faculty will consult with the Faculty of Graduate Studies for a resolution. The student always retains the right to appeal formal decisions following the Academic Appeals procedures outlined in the UPEI Academic Calendar.

The student's Bi-Annual Progress Report(s) will be released to a funding agency or other body only with the PhD student's/candidate's consent.

### 1.7 Cancellation of Registration

There are rare occasions when students decide that the UPEI Ph.D. program is not what they want. Before withdrawing from the program, students are highly encouraged to speak to their supervisor, the CGS or the Dean before formally withdrawing.. **There may be ways we can help you with the decision.** Once a student decides to withdraw, the official termination date is set by the Supervisor in discussion with the CGS. The student is responsible for confirming with the CGS, who will help the student to confirm eligibility for a refund of fees, if applicable.

In the event that a PhD student fails to obtain satisfactory standings (as defined in the academic calendar) the Dean, on the advice of the Supervisor and the Graduate Studies Committee, may require a student to withdraw.

### 1.8 Extension beyond 7 years to completion

In exceptional circumstances, the student can request an extension, which will be approved or denied based on a review of the student's progress. This process begins with the student and the supervisor preparing a "Review or Progress" report which outlines the rationale for the extension as well as a timeframe (deadlines) for completion. The supervisor will present this report and additional information as needed at a graduate studies meeting, whereby the supervisor, committee, coordinator, and Dean will evaluate the request. Once the rationale, deadlines and outcomes have been agreed upon, a copy of this agreement will be given to the student and placed in the Students Record (Registrar's Office). The "Review of Progress" will also provide some guidance to aid the student in completion or a detailed rationale for the denial. In all cases, the student has the right to appeal the decision as per the academic calendar.

## 2. Registering for ED7020 Directed Studies in Educational Research Methodology and Methods

The Directed Studies course, taken as the 5<sup>th</sup> course in your program, requires a unique registration process. For this course, you design the course with your supervisor according to your needs for progression.

According to Academic Regulation 9, directed studies courses require completing the Directed Studies Approval form (**Appendix B: Directed Studies Approval Form**).

This form should be completed by the student in consultation with the Supervisor to develop a plan to ensure productive growth during the directed studies. Some Supervisors may develop a syllabus to guide the directed studies much like a course, while others do not. Each directed study course will be unique to individual students' needs. Therefore, the proposal for the directed studies should be filled out in as much detail as possible on the directed studies form, but minimally include your goal or objective, your plan to achieve it and how you will know that you have. This proposal is developed with your supervisor and approved by the Dean before you can register, so start working on this several weeks before you intend to start the Directed Studies to ensure you are not in a rush nor slowed down by the approval process.

## 3. Technology to Get You Started

As part of the enrolment package you received from the Registrar's Office through email, you will be provided with three important identification numbers that you will need: your UPEI student ID, username, and PIN. This information is key to accessing the online technology and all your academic records. Therefore, it is important to keep a record of the information, as it is used across all UPEI online portals. If you forget or have not received your ID, username, and PIN, then contact the Graduate Studies Administrator (GSA), and they will help retrieve your information.

### 3.1 Student ID Cards (Salto Cards)

- You can obtain your ID card at the front desk of the Chi-Wan Young Sports Centre Once you've completed your initial registration. This card identifies you as a UPEI student and also functions as your library cards.
- Loss or theft of an identification card must be reported to the front desk of the Chi-Wan Young Sports Centre.
- The card also acts as your key to enter Memorial Hall after hours. You must register it with Security to activate it

### 3.2 MyUPEI

MyUPEI is your centralized tool for registering for courses, locating transcripts, finding information about your billing, and performing many other administrative functions. You access this with your Username/Password

- Videos Provided by the Registrar's Office outline the MyUPEI login steps and system navigation, which you may find helpful. The video can be found at the following link, and the first 5 minutes provide a good overview.
- <https://www.upei.ca/registrar/register-for-courses>

### 3.4 Microsoft Outlook

Every student is automatically issued a UPEI email address for life. UPEI uses Microsoft Outlook as the email service which you can access through MYUPEI or independently. You are asked to always use your UPEI email for UPEI work.

### 3.5 Moodle, MS Teams, OneDrive and Zoom

Your instructors will use a variety of different tools for learning. The foundational tools you are likely to experience are:

- Moodle: a learning management system; you may find this used for sharing readings or course notes or facilitating online discussions asynchronously.
- MSTeams or Zoom: These are two virtual conference tools that are used for live online meetings and, potentially, your oral exams.
- GDrive: is a shared drive in Google, which is currently being used to store your progress reports and other important administrative information you need. You will need to submit your progress reports by placing them directly in your assigned GDrive folder.

### 3.6 Romeo

If your dissertation involves the use of human subjects, you will be required to complete a Research Ethics Application; this is done through a stand-alone system known as Romeo. You need to contact the Research Office to create a username and password for Romeo, independent from all other UPEI identification.

### 3.7 Keys to the Graduate Research Office in Memorial Hall

Upon arrival to campus, you will be granted 24-hour, 7-day-a-week access to Memorial Hall. However, you need to go to the security office to update your Salto card to enable this access. You will also be issued a physical key to the graduate students' office, which you pick up at the security office as well. You have unlimited access to the graduate student office for the duration of your time on campus. This is a shared workspace, which you can choose to use, and which will allow you to access the Faculty of Education printer.

## 4. PhD Course Grading System

PhD course instructors report grades using numeric values (0-100%) for ED7000, ED7010, ED7020, ED7030, ED7040. The grades for ED7050 may be pass, resubmit, or fail. The grades for ED7060 will be pass or fail.

- The minimum passing grade in the PhD Program is 70%. A student who receives a final grade below 70% in any program course may repeat that course one time to obtain a minimum passing grade of 70%. Should a grade of less than 70% be obtained in the repeated course, the student (following the academic regulations set out in the academic calendar) will be asked by the Dean, on recommendation from the CGS, to withdraw from the program.

- A student who fails to complete all components of a course due to circumstances beyond his/her control (i.e., illness) may be granted an amount of time deemed reasonable for completing said components without exceeding the maximum 7-year completion time frame. A grade “INC” will be recorded. This requires approval of the Dean, on recommendation from the course instructor.
- In cases where the component left incomplete is not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace “INC” on the transcript.

## 4.1 Academic Appeal Process

As a student, if you find your assessment in a course or a decision made by the Dean or GSC impacts your academic career in an inequitable or inappropriate manner, you have the right to launch an appeal process to review this decision. To initiate an appeal, note the following guidelines.

- a. Notice of appeal on any matter must be made in writing within one week of the date on which the decision is handed down unless the decision-making body has internal regulations allowing later appeals. In every case, it is the appellant's responsibility to ascertain the time allowed for filing the notice of appeal.
- b. Any appeal on an academic matter shall normally be made to the department chair (Graduate Studies Coordinator) concerned who should consult within the department before arriving at a decision.
- c. The Department Chair's (Graduate Studies Coordinator) decision may be further appealed, in writing, within two weeks of the decision being rendered, to the Dean of the Faculty, who shall name a committee to consider the appeal.
- d. Decisions on final course grades may be further appealed, in writing, within one month of being rendered through the Registrar to the Senate Committee on Student Academic Appeals. Appeals of decisions on academic matters other than grades are to be directed to this Committee through the Registrar. All decisions of this Committee shall be final unless the appeal is made to the Board of Governors in keeping with the terms of the University Act.

For more information, please visit the Office of the Registrar.

We encourage you to reach out directly to the instructor or decision-maker involved before launching an appeal in the hopes of resolving the issue.

## 5. Working with a Supervisor and Supervisory Committee

An open and positive relationship with your supervisor is one of the keys to success within your PhD, which, after the completion of the coursework, becomes primarily a mentorship experience.



## 5.1 Supervisor and Committee

Prior to entry to the PhD each student is matched with a UPEI Faculty of Education Supervisor or Co-Supervisory team as part of the admissions process.

The student's dissertation Supervisory Committee normally consists of 3 members (in the case of co-supervision 4) and will be built up over time:

- At the outset of the program, you work with your supervisor only.
- A committee member is added prior to commencing ED7050 Comprehensive e-portfolio.
- A second committee member is added prior to registering in ED7060 Dissertation course.

The Supervisory Committee will consist primarily of members from the Faculty of Education and UPEI. All committee members must be appointed as UPEI Graduate Faculty. The determination of committee members is made by the Supervisor in consultation with the student and the CGS.

The Supervisor should notify the CGS immediately of any changes in the Supervisory Committee. A student is welcome to approach the CGS individually if their PhD experiences raise questions about the need for a Supervisory Committee change.

Both students and supervisors enter into a PhD supervisory relationship with different expectations and understandings. It is highly recommended that one of the first meetings between the Supervisor and the student outline the individual's understanding of expectations and responsibilities, as this will serve to ground your working relationship moving forward. This is a conversation you may need to return to many times as your working relationship grows through the different phases of the degree. Included in Appendix C is a Discussion Guide (**Appendix C: Discussion Guide**), which you may use formally by discussing and developing into an agreement to place in your student file. You may also use it informally, to clarify expectations as you begin to work together. Based on our experience, critical expectations to clarify are regular meetings, availability on call or on appointment, access information such as personal phone numbers, and response times when materials are submitted for the supervisor's comments.

Supervisors, Students and Committee members co-exist in a working relationship that should respect the individual needs of each. This means you will need to negotiate and periodically re-negotiate the expectations for meeting deadlines, review wait times for draft materials, the anticipated timeline for each stage in the PhD journey, supervisory style, committee meetings and related matters at the beginning and subsequent states in your program.

- The standard review period for material is a minimum of 2 weeks; depending on the length of the document, this may be shortened or lengthened. Expectations around response to writing should begin with the understanding that Faculty require a minimum of 2 weeks to respond to work.

As needed, discussions can be documented with copies retained by all members of the Supervisory Committee, a copy included in the student's file (GDrive), and a copy retained by the student. Early intervention through open communication is critical to navigating the supervisor and student committee relationships. Written agreements developed in this way do not replace University regulations; however, formalized documentation can provide evidence should regulations be called into question. In other words, documentation is not punitive but a protective mechanism for all concerned.

At a minimum, the **supervisor's role is**

to assist and mentor their students in completing their PhD in Educational studies. These activities include providing timely feedback, assisting in the preparation of applications beyond the thesis, including research funding, writing support letters, and identifying and aiding students in presenting at provincial, national, and international conferences.

The corresponding **student role is**

conscientiously work to complete the PhD in a timely manner. Students should identify and name the help they need from the Supervisor but also recognize the supervisor's time limitations by providing a minimum of 2 weeks' notice in advance if a letter of support is needed and 3 – 4 weeks in advance for feedback on funding applications.

Prior to exams, either an **Internal Reviewer** and/or an **External Reviewer** will be added as part of an examination committee. Neither of these reviewers may be in a conflict-of-interest position with the student or supervisor.

## 5.2 Conflict of Interest

There is a conflict of interest when:

- A proposed external examiner is, or was in the last six years, from the same university, organization or department, or belongs or belonged, in the last six years, to the same research unit as the supervisor(s) or candidate; or
- There is an administrative or family link between the proposed external examiner and the supervisor(s) or candidate (e.g., head of the department, Dean of the Faculty, etc.); or
- A proposed external examiner is an industrial or government representative or professional who is or was in the last six years directly involved in collaborative activities with the supervisor(s) or candidate; or
- A proposed external examiner is a former research supervisor or graduate student of the supervisor(s) or candidate; or
- A proposed external examiner has collaborated or published with the supervisor(s) or candidate within the past six years; or
- A proposed external examiner is a planned future research supervisor or employer of the candidate or plans to collaborate or publish with the candidate in the foreseeable future; or

- The proposed external examiner is uncomfortable with reviewing the proposal due to previous conflicts or any other reason (e.g., past student or supervisor, even if more than six years ago, or personal conflict)

## 6 Format of Oral Examinations

Once the first five courses of the PhD are completed, students move into semi-independent study, which is demarcated by three subsequent “courses” which reflect the stages of PhD progress. Each stage ends with an oral exam or defense of the product created at that stage. They are ED7050 Comprehensive E-Portfolio, ED7060 PhD Dissertation Proposal, and ED7060 PhD Dissertation. Although we highly recommend completing the oral exam or defense in person, we recognize that it is not possible in all cases. Therefore, oral exams at any stage of study may be fully in-person, hybrid or online using the tools currently available within the Faculty of Education.

Every oral exam is presided over by a neutral chair; this will normally be CGS or an assigned designate. The chair is responsible for welcoming participants and leading the process of the student’s presentation and the questioning by the exam committee. The chair is not required to read the artifacts and does not vote on the outcome of the process. The chair is responsible for submitting the exam documentation to the Supervisor and GAS.

All members of an examination committee must be present for the exam. Failure for one or more members of the examination committee to show for the defense will result in re-scheduling the defense.

The written results of all oral exams will be stored in the student’s file. Students will be given a copy of the final committee results in Oral Examination Form (Appendix E), and where committee members agree, individual exam notes will also be shared.

### Student Responsibilities

- Register for the appropriate course (refer to continuous registration requirement);
- Prepare the e-portfolio/proposal/dissertation over 6 months or more.
- Meet regularly with the Supervisor to discuss progress.
- Seek advice from your supervisory committee on drafts of product or oral presentation materials. Note that students are expected to write at the level appropriate to the task, and supervisors are not to be used as editors of student work.
- Alert the supervisor when the work is ready for submission; ask the supervisor to notify the CGS of the pending examination.

### Supervisor Responsibilities

- Provide advice to the student during the development, ensuring that the student works independently without editing or detailed feedback during the final month prior to submission;
- When the student is preparing for an exam submission, speak/email with the CGS about 2-3 potential dates and suggest several internal and external examiners. Internal examiners should normally be a faculty or adjunct faculty member with UPEI Graduate Faculty status for the Faculty of Education. External examiners should be at an arm's length distance from the student and supervisor.
- No longer than a week after the student's submission, confirm with the GAS the date, time, place, and technology available for the student, the chair, and the examination committee.
- Remind the student to check the space and technology, MAC adaptors, virtual conferencing tools etc.

### CGS and GAS Responsibilities

- The CGS receives the materials to be examined directly from the supervisor.
- The CGS will consult with the supervisor to choose an internal reviewer and external reviewer as needed; the chair will be the CGS or designate with Graduate Faculty status in the Faculty of Education.
- The GAS organizes the Examination date, time, place and technology in communication with the examination committee and student.

## 7 Guide to the Comprehensive ePortfolio

The Comprehensive e-Portfolio is **independent work**, separate from the dissertation proposal, where the student provides evidence of her/his knowledge, skills, and readiness to embark on the dissertation journey. (ED7050 UPEI Calendar Description)

The Comprehensive e-Portfolio is examined as a significant step on a student's PhD path. The e-Portfolio uses a website or other digital media to document the student's journey in achieving the competencies required of the e-Portfolio.

- Therefore, it is important to note that gathering and developing the artifacts for e-Portfolio begins on the first day of the PhD program.

### Critical Timelines for the ePortfolio:

- The ePortfolio is normally submitted no sooner than six months after completion of formal coursework. Most commonly, the e-portfolio is defended in fall of year 2.
- The e-portfolio is submitted to the CGS by the student's supervisor, when the supervisor deems it is ready.

- The CGS and GAS will organize the exam through discussion with the supervisor. However, to enable time to review, the exam will normally take place at least 3 weeks after the e-Portfolio submission.

## 7.1 Elements and Principle Areas of Educational Competence:

The e-Portfolio includes 3 Elements: Introduction, Artifacts documenting competencies, and an academic CV to display 4 Principle Areas of Educational Competence (Table 1) with sufficient, substantive theoretical, methodological, and analytical understanding, and evidence of professional and instructional competence to proceed to the PhD Dissertation. All 4 principles areas of educational competence must be initiated and completed **during** the doctoral program (i.e., work completed prior to commencement of the program is ineligible).

**Introduction.** The introduction to the e-Portfolio (maximum of 10-15 pages, formatted according to current version of APA publication manual) in which a coherent, overview argument demonstrates:

- Knowledge, skills, and readiness for ED7060 PhD Dissertation, including a theoretical, methodological and analytical understanding of his/her chosen field, and evidence of his/her professional and instructional competence (i.e., provide an overview and critical reflections on readiness to develop a dissertation proposal based on the four principle areas of the e-Portfolio);
- Rationale for the choice of artifacts with critical reflections on the strengths and gaps demonstrated in each artifact as evidence of growth and readiness for proceeding with the dissertation proposal. It is important to note that the artifacts extend and go beyond coursework.
- Plans for development of the PhD dissertation proposal.

**Artifacts.** **Four to six items** with at least one artifact linked to each of the four principle areas of educational competence (see Table 1) is required. Students choose from a range of Artifact types, including but not restricted to:

### Knowledge of Theory

- A text-based theoretical paper showing theoretical knowledge development beyond what was accomplished in a course.
- A poster or slide presentation disseminating theoretical knowledge, ideally presented at a regional, national, or international conference.
- A book review or submitted/published article disseminating theoretical knowledge development since the course.

### Knowledge of Research

- A text-based methodological paper showing research knowledge development beyond what was accomplished in the course.
- A poster or slide presentation disseminating research knowledge, ideally presented at a regional, national, or international conference.
- A book review of an academic book. Ideally the book review would be published.
- Publication of a research article in a scholarly journal.
- A research portfolio documenting experience as a research assistant;

### **Professional Competencies**

- A letter of reference documenting experience as a member of a committee at the faculty or university level.
- A letter of reference documenting experience as a member of a professional committee outside the university.
- Submission of a grant for funding.
- Review of articles for academic journals.
- Assist with organizing a symposium or conference.
- Membership with professional communities and committees (e.g., CSSE Graduate Student Committee)

### **Instructional Competencies**

- A teaching dossier including student opinion of teaching scores.
- A letter of reference documenting experience as a guest presenter in a graduate or undergraduate course.

**Academic CV** (maximum 5 pages). The academic CV is separate from the introduction and artifacts. The Academic CV should become a running record of academic experience with information to position the e-Portfolio in the student's past and to display the student's readiness to start the PhD dissertation proposal.

## **7.2 Comprehensive ePortfolio Examination and Committee**

The Comprehensive e-Portfolio will be examined by a comprehensive e-portfolio examination committee consisting of the Supervisor, at least one committee member and an internal reviewer. The Internal Reviewer and Chair are selected by the CGS, in consultation with the Supervisor.

The comprehensive e-portfolio examination committee will collectively direct questions to the e-portfolio as a whole and/or to any of the four principal areas of competence, seeking to evaluate evidence of growth in knowledge, skills, and readiness to proceed to the PhD dissertation proposal.

### 7.3 Comprehensive ePortfolio Examination Process

- The Chair provides a welcome and introduction concerning confidentiality, timing, and the sequence of questioning for the Examination.
- The student provides a **20-minute overview** (maximum 30 minutes) of the introduction, artifacts, and brief résumé referring to the key themes, issues and threads emerging from, and weaving throughout the e-Portfolio and referring to evidence in the selected artifacts.
- Short Break (approximately 10 minutes)
- In the following order, the chair will invite questions one at a time, with probes or follow-up in rounds until there are no new questions or time has been fully utilized:
  - Internal Reviewer
  - Committee Member(s)
  - Supervisor/Co-Supervisors
- The chair will ask the student to be excused while the examiners deliberate the outcome of the Examination, complete the Oral Examination Form (Individual Examiners) (Appendix E), and inform the student of the examination outcome.
- The chair will invite the student to return to the room and announce the outcome of the examination.
- The chair will submit all committee member's Oral examiners forms (Appendix E) and EPortfolio final results Form (Appendix F) to the Supervisor and GAS.

### 7.4 ePortfolio Assessment and Scoring

The result of the ED7050 comprehensive e-portfolio examination is recorded as a pass, resubmit, or fail based on evidence of the 3 criteria displayed in the presentation and discussion of the 4 principle areas of competence (Table 1):

Table 1: Four principle areas of educational competence to be demonstrated in the comprehensive e-portfolio

1.Knowledge of Theory	2. Research Knowledge	3.Professional Competencies	4.Instructional Competencies
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Demonstrate a broad and in- depth familiarity with/and critical understanding of, prominent social, scientific and educational theories and applications within educational studies.	Demonstrate competence in research theories and methodologies, as well as a critical analysis of current quantitative and qualitative research issues in educational studies.	Demonstrate competencies that enhance active professional engagement at a scholarly level (e.g. presentation of a poster or presentation at an academic, peer-reviewed conference, participation in grant writing and submission, submission of an article to a peer-reviewed journal, proposal review, management, and reporting of a Tri-Council research grant).	Demonstrate readiness to assume the roles of teacher in academia and other educational contexts, conference presenter, and workshop leader.
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In addition, through the artifacts, the student must demonstrate the:

- ability to write clearly, critically and concisely.
- ability to build a coherent argument, drawing on relevant, current, and primary sources of information.
- ability to defend the comprehensive e-portfolio in a way that is logical, clear, and substantiated (orally and in writing).

When the grade is re-submitted, a student may present a revised comprehensive e-portfolio for a 2<sup>nd</sup> examination with either a new or the same internal reviewer, as decided by the CGS in consultation with the supervisor. Students who do not receive a Pass on the 2<sup>nd</sup> examination (as per the academic calendar regulations) will be asked to withdraw from the program.

## 8 ED7060 PhD Dissertation – Dissertation Proposal

The PhD dissertation provides 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. (ED7060 UPEI Calendar Description)



The PhD dissertation proposal is the first stage toward completing ED7060 PhD dissertation. The purpose of the proposal is to design a PhD program of original research to be completed as a traditional PhD dissertation or a PhD dissertation with published materials (see Section VIII below).

The candidate designs the research in collaboration with his/her supervisor and the supervisory committee. Upon completion of the proposal, the candidate gives a public PhD dissertation proposal presentation. The supervisory committee and public provide the candidate with direction and constructive feedback on how to improve the proposal. The proposal is accepted if the supervisory committee agrees that the design will produce high quality, ethically-sound research in the field of educational studies.

#### **Critical Timelines for the proposal:**

- The Proposal is normally submitted no sooner than six months after completion of the e-portfolio. Most commonly, the proposal is defended in spring of year 2.
- The Proposal is submitted to the CGS by the student's supervisor, when the supervisor and committee deem it is ready.
- The CGS and GAS will organize the exam through discussion with the supervisor. However, to enable time to review, the exam will normally take place at least 3 weeks after the Proposal submission.

### **8.1 Format of the Proposal**

The format of the PhD dissertation proposal depends upon the research approach and philosophical (epistemological, ontological foundation chosen by the student under the supervision of the supervisory committee. Frequently, the proposal is equated to the first three chapters of a traditionally structured five-chapter dissertation (introduction, literature review, methodology). The basic elements to consider include:

- An introduction to the research problem
- Research questions
- Background or context of study
- Theoretical framework
- Synthesis of current and relevant literature
- Proposed methods for data collection and analyses (including recruitment of participants and other sources of data.
- A timeline for the completion of the dissertation.

The ultimate criterion for the PhD dissertation proposal is that it includes information in sufficient detail to enable the committee to give the proposed dissertation research intelligent consideration. The proposal should succinctly make this information available within the same number of pages allowed for articles in education journals, i.e. approximately 20 – 25 pages,

double-spaced, Times New Roman font size 12, adhering to the latest APA publication manual of style. Upon recommendation/advice from the Supervisor and justification for choices made, aberrations from traditional length and format will be considered by the committee.

- The more comprehensive the proposal, the less revision will be needed for the dissertation. For this reason, some supervisors might insist on much longer, more detailed proposals. The additional time spent here, is gained back during the writing of the final dissertation.

## 8.2 Proposal Exam Committee

The Proposal Defense will be examined by an examination committee consisting of the Supervisor, both committee members and an internal reviewer. The Internal Reviewer and Chair are selected by the CGS, in consultation with the Supervisor.

The proposal Defense examination committee will collectively direct questions to the proposal as a whole, seeking to evaluate evidence of growth in knowledge, skills, and readiness to proceed to conducting research independently.

**Selection of the Internal Examiner:** Using the Nominations for Examiner form (**Appendix D: Examiner Nomination Form**), the Supervisor will submit to the CGS the names of two possible internal nominees who have been discussed with the candidate. The internal examiner will be a scholar with an established reputation and competence in a field relevant to the dissertation. The person must:

- hold a doctorate and be a recognized scholar at UPEI within or outside the Faculty of Education.
- be at arm's length from the candidate and all members of the supervisory committee.
- have no conflict of interest with the candidate and supervisory committee.

For this and all subsequent exams, the candidate or supervising committee must *not* communicate with the internal examiners directly. All communication must be conducted through the GSA and/or Chair as needed.

## 8.3 Proposal Exam Process

The Proposal defense is the first public exam in the PhD journey. In advance of the exam the GAS will prepare a notice to invite the public (in particular, faculty, staff, and other graduate students) to attend the PhD dissertation proposal presentation.

- The supervisor will introduce the student and briefly outline the purpose and remind the student to keep to the time limit for the proposal presentation and chair the ensuing discussion.
- The student will give a public presentation of the proposal **for about 20 minutes (maximum 30 minutes)**, followed by the student responding to questions from the audience. **After the public presentation and questions from the audience, visitors will be excused.**

- The student meets privately with the supervisory committee for a formal question series and more thorough discussion of the PhD dissertation proposal
- The student is excused, and the exam committee discusses with the supervisor their recommendations for the proposal with each member completing the (**Appendix E: Oral exam form**).
- Through consensus building final recommended changes in the proposal are developed and will be listed on Proposal Defense Results Form (**Appendix F: Exam Results Form**)

If revisions are requested, these are submitted to the Supervisor. The exam committee can reserve the right to review the revisions or leave the approval of revisions to the supervisor. In submitting revisions, the student should:

- provide the supervisor with a revised copy of the proposal,
- provide cover letter, in which they address the committee members' critiques, concerns, and requested revisions. The letter should list, point by point, the specific critique, concern, or requested revision, and the specific way in which the student has addressed the issues.
- With the approval of revisions by the supervisor/committee the student can commence work on the dissertation as proposed.

## 8.4 Proposal assessment and scoring

After the student successfully passes and completes all of the revisions required of the proposal defense your title changes from PhD **student** to **PhD Candidate**.

## 9 Application for UPEI Research Ethics Board (REB) Approval

If the candidate will conduct research with human subjects, they are required by UPEI policy to obtain UPEI Research Ethics Board (REB), approval before they begin to collect data. As per UPEI policy, the students Supervisor is the named Primary Investigator (PI) on the student's research and is ultimately responsible for any ethical breaches.

## 10 ED7060 PhD Dissertation – Scope and Types

The PhD dissertation is a substantial piece of scholarly work that contains original and a significant contribution of new knowledge and theory in educational studies. It must be presented as a coherent, systematic account of the PhD research showing ability to:

- Critically analyze relevant literature.
- Use and describe in detail the appropriate methodology for the research undertaken.
- Conduct research and present findings that result in original and significant contribution to knowledge.
- Advance the understanding of relevant theory underpinning the research.
- Verify knowledge claims and sources meticulously.

- Position the work of the dissertation and its findings within the broad field of Educational Studies.
- Communicate the research and analysis effectively

The approach to evidencing the above, is a creative endeavour inspired by the student, and guided by the Supervisor and Committee through a peer-review process. The final form of the dissertation will be a result of consensus decisions of the committee.

University of Prince Edward Island Faculty of Education accepts two forms of PhD dissertation:

- Traditional: A singular cohesive body of work written by the student,
- Published material: An organized collection of published or under review publications which are the result of research projects undertaken during the PhD.

## 10.1 Structure and Organization of the Traditional Dissertation

We recommend as a standard practice that all dissertations adhere to the following stylistic conventions to meet the library guidelines for publication:

- **Standard Title Page:** see Appendix - K
- **Copyright Statement on cover page:** Copies of the dissertation shall have on the title page the words “In partial fulfilment of requirements for the degree of [name of degree]” The notice specified in the Universal Copyright Convention, which consists of three elements in the same line
  - the letter “C” enclosed in a circle,
  - the name of the copyright owner (the student),
  - the year – should appear as a bottom line on the title page of the thesis or project report.
- **Style Guide:** Latest Edition of the Publication Manual of the American Psychological Association (APA)
- **Sheet Size:** Letter size 21x28 cm (8.5x11 inches)
- **Margins:** 1 inch on top, bottom, left and right sides.
- **Font and Size:** Times New Roman, size 12
- **Spacing:** Double-spaced, except for footnotes, figure captions, and quotations of six lines or more, which can be single-spaced.
- **Tables, Figures and Maps:** These must appear soon after they are first mentioned in the text, or at the end of the chapter in which they are first mentioned and must be labeled appropriately. Wherever possible, the captions should be on the same page.
- If a REB submission was required for your research, a copy of the REB approval must be included as an appendix in your thesis.

Beyond the library formatting requirements for publication, there is no singularly accepted dissertation structure. Students are highly encouraged to read a variety of dissertations. These are accessible via the UPEI Library. Reading your supervisor’s and committee members’ dissertations might help you gain insight

into the style and type of dissertation formats they prefer which will help you determine your alignment with the overall committee.

**Important Note: All UPEI dissertations are published by the UPEI Library in the IslandScholar database.**

## 10.2 Additional guidance for a PhD Dissertation with Published Material

Some candidates may choose to develop multiple, inter-connected research and produce a PhD dissertation that includes material published as a planned component of the PhD research program. With the guidance of their supervisory committee, PhD candidates will conceptualize, plan, develop, and implement 1 to 4 research studies that, in total, would be comparable in scope and complexity to a traditional dissertation, based on raising questions in the field of educational studies. Each article or project with the accompanying material should be treated like a chapter of the dissertation.

Before you submit your work for publication, you need to understand whether the journal/publisher's policies allow you to reproduce the entire published article in your thesis, which will be archived by the Library. You and your supervisor/committee are responsible for ensuring that you have the appropriate permissions or rights to reproduce each article. You should consult the scholarly communications librarian with any questions or concerns. Information is also available on the Library's website at <https://library.upei.ca/thesis/article-based-thesis>.

No more than half of the articles comprising the dissertation shall be published prior to the dissertation completion. Unpublished articles included in the dissertation **must be ready** for submission **but not submitted**. This allows the exam committee to see progression as well as provide feedback for growth. The dissertation could follow the typical dissertation order with a preface, an introduction to summarize the theory, methods and findings from one or more studies, and a conclusion. The dissertation may integrate 1 – 3 published, accepted or submitted articles with at least 2-4 submission ready by the date of the defense. The published materials would be identified in the Table of Contents and included as published without changes. The Introduction and Conclusion would explain how the published work is integral to one or more parts of the Dissertation. The PhD Dissertation Defense may raise questions for critical reflection on the previously published materials.

**10.2.1 Attribution:** Material published elsewhere (or in press) must be identified in the Table of Contents, Preface, Introduction and Conclusion. In every case, the article should be accompanied by a Preface which clearly describes the Candidate's contribution to the research and writing—including, where applicable, the Candidate's role in research and publications that involve several authors.

- A preface could consist of just one or two sentences. Below are two examples that show acceptable possibilities. Each write-up is tightly focused on expressing who did what. Readers should be able to find details of what was achieved elsewhere in the Dissertation, so there is no need to repeat them in the Preface.
  - **Sample 1: The Minimalist**  
This Dissertation is original, unpublished, independent work by the author, T. Student.
  - **Sample 2: The Ethical Minimalist**  
This Dissertation is an original intellectual product of the author, E. Leve. The fieldwork reported in Chapters 2-4 was covered by UPEI REB Certificate number 007.

**10.2.2 Presentation:** Formatting should be as consistent as possible throughout the Dissertation. Each chapter that is an article- already published, submitted, or ready to be submitted- will have its own reference list. Therefore, at the end of the Dissertation, the writer will include a List of Additional References that will contain the references from additional text beyond the articles, such as in the Introduction and Conclusion. This will be placed after the main body of the text but before any appendices. Candidates may also augment the published work with additional material placed in an appendix.

**10.2.3 Coherence:** Taken as a whole, the Dissertation must provide a unified and appropriately sequenced investigation. This consideration should guide the placement of manuscripts in the Dissertation. More deeply, it means that the Dissertation's Introduction, Literature Review, and Conclusion must address the significance of each published material in the broad context of the PhD research.

**10.2.4 Copyright:** Use of copyrighted material must be supported by permission from the copyright holder. Tables and figures from copyrighted sources must have "Reprinted with permission of ..." in their captions, unless they appear as part of a block of material covered by a copyright acknowledgement in the Preface.

## 10.3 Dissertation Exam and Committee

The Final Dissertation Defense will be examined by an examination committee consisting of the Supervisor, both committee members and an internal reviewer and an external reviewer. The Internal Reviewer, External Reviewer and Chair are selected by the CGS, in consultation with the Supervisor.

The Dissertation Defense examination committee will collectively direct questions to the Dissertation as a whole, seeking to evaluate evidence of growth in knowledge, skills, and readiness to be awarded the PhD.

Following the procedures noted during the **proposal committee exam** a new Internal Examiner will be selected following procedures previously mentioned in proposal defense and an additional external examiner will be added.

**Selecting the External Examiner:** Using the Nominations for Examiner form (appendix D), the supervisor will submit to the graduate coordinator the names of two possible external nominees who have been discussed with the candidate. The external examiner will be a scholar with an established reputation and competence in a field relevant to the dissertation. The person must:

- hold a doctorate and be a recognized scholar in their field outside UPEI.
- be at arm's length from the Candidate and all members of the Supervisory Committee.
- have no conflict of interest with the candidate and supervisory committee.

The candidate or supervising committee must *not* communicate with the internal or external examiners. All communication must be directed through the GSA or Chair as needed.

## 10.4 Process of Dissertation Defense

When the supervisor indicates that the supervisory committee is satisfied with the dissertation in all respects, the supervisor will forward the dissertation abstract to the CGS, and request that a PhD dissertation defense be organized. **The defense will normally occur 6 weeks after the dissertation submission.**

The dissertation will be sent to the External and Internal Examiners chosen by the graduate coordinator with a **request for a review using the Examiners Report Form (Appendix I) to be submitted 2 weeks prior to the defense date.**

Upon receipt of the External and Internal examiners reports, the final date for the defense will be confirmed. **The examiner reports are not normally provided to the student in advance of the exam. However, the student can request to see the reports (request to GRA) and will be given the reports to aid in preparation for the exam, if they wish.**

The defense will include a public presentation preceding a private in-depth scholarly discussion with the examining committee and the candidate. The purpose of the public presentation is to put the candidate at ease for the defense. During the public component, the candidate will demonstrate his or her ability to present the dissertation in a scholarly, widely accessible manner (knowledge translation). The candidate will provide an overview of the dissertation, the key findings, and contributions. The dissertation oral defense **will be attended** by the supervisor(s), members of the committee, the external examiner (preferably in-person), the internal examiner from UPEI and the Chair. In advance of the exam the GAS will prepare a notice to invite the public (in particular, faculty, staff, and other graduate students) to attend the PhD dissertation proposal presentation. In the past many Candidates have invited friends and family members to the exam to share in the culmination of the work.

- The Chair will introduce the student and briefly outline the purpose and remind the student to keep to the time limit for the dissertation presentation and chair the ensuing discussion.

- The student will give a public presentation of the dissertation **for about 30 minutes (maximum 40 minutes)**, followed by the student responding to questions from the audience for approximately 10 minutes
- There will be a 15-minute break, the audience is excused at this time.
- The exam resumes, with the student meeting privately with the supervisory committee for a formal question series and more thorough discussion of the PhD dissertation proposal.
- During the examination, a minimum of 2 rounds of questions will be asked, beginning with the external examiner, followed by the internal examiner, supervisory committee members and, finally, the supervisor. Questions will **not** be known to the candidate prior to being asked in the defense. Members of the examination committee are allowed to follow-up one another's questions with probes.
- The student is excused, and the exam committee discusses with the supervisor their recommendations for the dissertation.
- Through consensus building the examination committee will conclude its deliberations by assessing the dissertation with one of the four following results as recorded on the Final Defense Form (**Appendix G**):
  - *Accept Dissertation AS IS (dissertation is free of errors, omissions, etc.)*
  - *Accept Dissertation with minor revisions (e.g., typos, APA formatting errors, short revisions or additions)*
  - *Accept Dissertation with major revisions, without a new defense (a sub-committee is established to supervise and verify the revisions) (e.g., the addition of substantial new information, clarification of a concept, theory, or data, etc.)*
  - *Fail: Dissertation requires major revisions and student must do a new defense (students may have two attempts at successfully defending the Dissertation. If there are two fails, the student will not receive the degree).*
- The supervisor will meet with the candidate after the defense and provide detailed feedback and information about the defense. The candidate will receive a copy of the detailed revisions that are expected; a copy of the required revisions will also be submitted to the CGS for placement in the candidate's files as part of the Defense Exam Form (appendix J).

If revisions are requested, these are submitted to the Supervisor. The exam committee can reserve the right to review the revisions or leave the approval of revisions to the supervisor. In submitting revisions, the student should:

- provide the supervisor with a revised copy of the proposal.
- provide cover letter, in which they address the committee members' critiques, concerns, and requested revisions. The letter should list, point by point, the specific critique, concern, or requested revision, and the specific way in which the student has addressed the issues.
- With the approval of revisions by the supervisor/committee the student can commence work on the dissertation as proposed.



**Please note:** An outstanding Defense and Dissertation will be noted on documentation submitted to the Candidate's files (to be used for award purposes).

**10.4.1 The Examiner's Report.** The Examiner's Report (**Appendix F**) will indicate one of four outcomes:

1. The dissertation is accepted for the defense.
2. The dissertation is accepted for the defense, with reservations.
3. Before being allowed to defend the dissertation, the candidate must revise it in whole or in part to the satisfaction of the external examiner.
4. The dissertation is unacceptable.

The Internal and External Examiners will prepare a detailed written report. The External and Internal Examiners will pose questions at the defense.

If the result of the dissertation review reports is acceptance or acceptance with reservation, the GSA will confirm a date for the oral defense in consultation with the supervisor, the candidate, the external and internal examiners, and the committee.

If the dissertation review reports from either the internal or external reviewer state that the dissertation is unacceptable, the supervisor will inform the candidate and committee about the results and confirm the next steps for the Candidate.

## 11 PhD Dissertation Publication

The author, in consultation with the Supervisor and the home Faculty Dean, shall have the right to request that circulation and/or copying and/or availability in the institutional repository of the dissertation in any form be withheld for up to one year.

In normal circumstances, as a condition of engaging in graduate study in the University, the author of a dissertation grants a non-exclusive royalty-free license in respect of the circulation and copying of the dissertation through the Thesis/Dissertation Non-Exclusive License to the following institutions:

1. to the University permission to circulate the thesis as part of the Library collection and to add the thesis to the institutional repository.
2. to Library and Archives Canada a license to harvest the thesis PDF from the University's institutional repository and add the thesis to Theses Canada under carefully specified conditions.

The candidate, in consultation with the Supervisor and the Department Chair, may also elect to add a Creative Commons license statement, appearing directly below the Universal Copyright

Convention notice just described. If a Creative Commons license is chosen, the University recommends the “Attribution Non- Commercial” option (CC-BY-NC).

Additional information on publication and the forms required for submission:

<https://library.upei.ca/thesis>

### **11.1 Additional Publications**

Students are encouraged to publish work from their research during the course of their degree.

The preparation of publications should not significantly impede progress on the dissertation.

## **12 Application for Graduation**

Candidates ready for graduation from the PhD program must make a formal application to graduate by using the myupei.ca portal.

There are currently only two opportunities to graduate in given year. The exact dates are published on the UPEI website under convocation information a year in advance. Pay careful attention to these dates and consult with your supervisor about the appropriate time to apply to graduate.

## 13. Appendices

A Biannual Progress Report template

B Dissertation Proposal Form

C First Meeting with Supervisor Discussion Guide

D Examiner Nomination Form

E Comprehensive E-Portfolio Examination Form

F Oral Examination results (Individual examiners form)

G Exam results form (Dissertation Proposal – Approval)

H Examiner (internal and external) report

I PhD Dissertation Defense

J Successful Completion of PhD dissertation

K Sample Title Page

# APPENDIX A

## BIANNUAL PROGRESS REPORT (April 2023)

**To be completed by no later than June 1st and January 1st each academic year**

Student: \_\_\_\_\_ Id# \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Review Period Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

### **To be completed by the Student**

1. a. List the courses completed in this past 6 months and the grade(s) received. (Do not include progress recorded in the previous report.) Include an explanation if you have deviated from your plan (e.g., maternity leave).
- b. If working on an independent study, ePortfolio, dissertation defence, dissertation, or thesis, describe the work completed this past 6 months (e.g., literature review, data collection, etc.). Be specific. Indicate the number of pages of writing, whether it is a draft or a final version, etc.
- c. Describe any research that you are involved with that is other than your own dissertation work (e.g., research assistant for <name> exploring <topic>. Describe your role).
- d. Describe any service work you are involved in (e.g., member of the selection committee or grad studies committee).
- e. List any volunteer work.
- f. Describe any teaching positions in higher education.
2. List the remaining requirements for your degree and include stages of completion (e.g., data collected, analyzing data, etc.) and propose a timeline for completion and specific goals for the next 6 months.
3. Discuss your biannual report with your supervisor and have him/her complete the following page
4. Provide a timeline for finishing your degree.
5. List the conference that you have or will present at this year.

**To be completed by the Supervisor**

Check each box that applies to the student you supervise. Use the comment section at the bottom to document any concerns or issues.

- The student has made reasonable progress in the past 6 months.
- The student's objectives for next 6 months are appropriate.
- The student's timeline for completing the degree requirements is attainable and appropriate (within the 4 year timeline for PhD students).
- The student has attended at least one regional or national conference this past 6 months.
- The student has presented at one regional or national conference this past 6 months.

Please provide any comments related to the student's overall professional/scholarly learning development (e.g. stage in program, conference presentations, publications, etc.) which remediation or intervention may be required.

Supervisor's Signature

Date

Student's Signature

Date

Coordinator's Signature

Date

**APPENDIX B**  
**DISSERTATION PROPOSAL FORM**

<b>Student's Name:</b>	<b>ID #</b>
<b>Proposal Presentation Meeting Date:</b>	
<b>Title:</b>	
<b>Supervisor:</b>	
<b>Supervisory Committee Members:</b>	

<b>Comments on Proposal:</b> (please add pages if you wish to make further comments on the written proposal)
--

<b>Comments on Proposal Presentation</b>
--

<b>Changes to Proposal Required Before Proceeding to Conduct Research</b>
---

<b>Supervisor's Signature:</b> _____	<b>Date:</b> _____
<b>Supervisor's Signature:</b> _____	<b>Date:</b> _____
<b>Supervisor's Signature:</b> _____	<b>Date:</b> _____

## APPENDIX C: First Meeting Discussion Guide

Topic/Area of Study		
<b>1.</b> It is a supervisor's responsibility to select a promising topic.	1 2 3 4 5	It is a student's responsibility to select a promising topic.
<b>2.</b> In the end, it is up to the supervisor to decide which theoretical frame of reference is most appropriate.	1 2 3 4 5	A student has the right to choose a theoretical standpoint even if it conflicts with that of the supervisor.
<b>3.</b> A supervisor should direct a student in the development of an appropriate program of research and study.	1 2 3 4 5	A student should be able to work out a schedule and research program appropriate to their needs.
<b>4.</b> A supervisor should ensure that a student has access to all necessary facilities, materials and support.	1 2 3 4 5	Ultimately, the student must find the necessary facilities, materials and support to complete their research.
Contact/Involvement		
<b>5.</b> Supervisor–student relationships are purely professional and personal relationships should not develop.	1 2 3 4 5	Close personal relationships are essential for successful supervision.
<b>6.</b> A supervisor should initiate meetings with a student	1 2 3 4 5	A student should initiate meetings with their supervisor.
<b>7.</b> A supervisor should check constantly that a student is on track and working consistently.	1 2 3 4 5	Students should have the opportunity to find their own way without having to account for how they spend their time.
<b>8.</b> A supervisor should terminate the candidature if they think a student will not succeed.	1 2 3 4 5	A supervisor should support the student regardless of their opinion of the student's capability.
The Thesis/Dissertation		
<b>9.</b> A supervisor should ensure that the thesis/dissertation is finished within the allocated time.	1 2 3 4 5	As long as a student works steadily, they should be able to take as long as they need to finish the work.
<b>10.</b> A supervisor has direct responsibility for the methodology and content of the thesis/dissertation.	1 2 3 4 5	A student has total responsibility for ensuring that the methodology and content of the thesis/dissertation are appropriate to the discipline.
<b>11.</b> A supervisor should assist in the actual writing of the thesis/dissertation if the student has difficulties and should ensure that the presentation is flawless.	1 2 3 4 5	A student must take full responsibility for presentation of the thesis/dissertation, including grammar and spelling.
<b>12.</b> A supervisor should insist on seeing drafts of every section of the thesis/dissertation in order to give students feedback on their work	1 2 3 4 5	It is up to a student to ask for feedback from their supervisors.

## APPENDIX D

### EXAMINER NOMINATIONS FORM (April 2023)

This completed form should be received by the Faculty of Education Coordinator of Graduate Studies Along with all exam materials. Complete or leave blank all relevant aspects of the form:

<b>Name</b>		<b>Student #:</b>	
<b>E-mail</b>		<b>Phone</b>	
<b>Supervisor</b>			
<b>Date of Submission</b>			

**Internal Examiner (required for all oral exams):** They will be contacted in the order they are listed.

Name:

Name:

**External Examiners (required only for final defense). The Graduate Studies Committee is responsible for verifying that each nominee satisfies the requirements below.**

Nominee 1:			
Degrees held:			
Current Position:		Employer:	
Address:			
Phone:		E-mail:	

**Justification for Nomination:**

Please comment on the relevant qualifications of the nominee by noting field(s) of expertise and achievements, or by listing specific publications that relate to the Candidate's research. Attach a separate sheet if necessary.

Nominee 2:			
Degrees held:			
Current Position:		Employer:	
Address:			
Phone:		E-mail:	

**Justification for Nomination:**

Please comment on the relevant qualifications of the nominee by noting field(s) of expertise and achievements, or by listing specific publications that relate to the Candidate's research. Attach a separate sheet if necessary.



## **1. Eligibility Criteria**

Each nominee must be a well-qualified, objective, experienced individual not associated or affiliated with UPEI. The nominee must:

- have an established reputation in the area of the Dissertation research and be able to judge whether the Dissertation is acceptable at a university comparable to UPEI.
- have had previous experience with the supervision and examination of doctoral students; and
- hold a PhD.

## **2. Arm's Length Requirements**

A person is ineligible to serve as an external examiner if, with respect to either **the Candidate** or **any member of the Candidate's supervisory committee**, s/he is:

- a close friend or a relative; or
- a research collaborator and/or co-author within the past 6 years; or
- a former supervisor (for the candidate, supervisor or co-supervisor only); or
- a person who has offered future employment or mentorship to the candidate; or
- a former student.

## **3. Independence of Assessment**

Prior to the PhD dissertation Defense, the research supervisor, the graduate program, and the Candidate must scrupulously avoid discussing the Dissertation's merits or academic content with the External Examiner. Any such contact initiated by the External Examiner should be redirected to the Coordinator of Graduate Studies without delay.

NOTE: The candidate should not know the identity of the External Examiner until after the Dissertation has been submitted to the Faculty of Education and forwarded for examination.

## **4. Participation in the PhD Dissertation Oral Defense**

The Faculty of Education encourages, but does not require, the External Examiner to attend the defense.

Supervisor Signature:

## APPENDIX E

### ED7050 COMPREHENSIVE E-PORTFOLIO EXAMINATION

**Candidate:** \_\_\_\_\_

**Date of ePortfolio Comprehensive Defense:** \_\_\_\_\_

<b>Title</b>	<b>Name</b>	<b>Signature</b>
<b>Supervisor:</b>		
<b>Committee Member:</b>		
<b>Internal Examiner:</b>		
<b>Chair:</b>		

The comprehensive e-Portfolio will be assessed using a pass-fail designation. The Comprehensive Defense Committee will use professional judgement to assess whether a student has adequately demonstrated competence at the PhD level in each of the four competence areas. Committee will also use the following criteria to assign a pass or fail designation:

- ability to write clearly, critically, and concisely
- ability to build support of a coherent argument, drawing on current and primary sources of information
- ability to defend the comprehensive e-Portfolio in a way that is logical, clear, and substantiated (orally and in writing)

**Comments by Individual Comprehensive e-Portfolio Examination Committee Member:**

**Recommendation:** PASS \_\_\_\_ FAIL \_\_\_\_

## APPENDIX F

### ORAL EXAMINATION RESULTS (Individual): \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Examination Date: \_\_\_\_\_ First Trial: \_\_\_\_ Supplemental: \_\_\_\_

**Examination Committee: (do not complete all sections only add your name to your role)**

Supervisor: \_\_\_\_\_

Committee Members: \_\_\_\_\_

Internal Examiner: \_\_\_\_\_

External Examiner: \_\_\_\_\_

\_\_\_ Pass:

\_\_\_ Resubmit:

\_\_\_ Fail:

**Comments (attach additional sheets as desired). For transparency and to support learning this sheet will be shared directly with the student:**

**Signature:**

## APPENDIX G

### ED7060 EXAM RESULTS - DISSERTATION PROPOSAL – APPROVAL TO PROCEED

The undersigned agrees that the PhD student, \_\_\_\_\_ Who presented a dissertation proposal entitled \_\_\_\_\_

\_\_\_\_\_ has completed the required revisions to his/her ED 7060 dissertation Proposal to become a PhD Candidate. As a PhD Candidate, s/he has Approval to Proceed in applying for UPEI Research Ethical Board (REB) approval (if required), following which s/he may begin to conduct the Dissertation research or otherwise implement the approved Dissertation Proposal.

**PhD Candidate Name:** \_\_\_\_\_

**Co-Supervisor or Committee Member Signature:** \_\_\_\_\_

**Co-Supervisor or Committee Member Signature:** \_\_\_\_\_

**Co-Supervisor or Committee Member Signature:** \_\_\_\_\_

**Coordinator, Graduate Studies Signature:** \_\_\_\_\_

**Approval Date (all Signatures):** \_\_\_\_\_

**APPENDIX H**  
**EXAMINERS (Internal & External) REVIEW REPORT**

**Candidate:** \_\_\_\_\_

**Dissertation Title:**

The reviewer should use professional judgment regarding the Dissertation by checking one of the four boxes below.

- ☐ The Dissertation is accepted for the defense.

☐ The Dissertation is accepted for the defense, with reservations.

☐ Before being allowed to defend the dissertation, the candidate must revise it in whole, or in part to the satisfaction of the examiner.

☐ The Dissertation is unacceptable.

Please indicate below the basis of your judgment and elaborate comments or criticisms on the next page.

	GOOD	SATISFACTORY	UNSATISFACTORY
Importance and originality of the research and is making a significant contribution to the field.			
Adequacy of the review literature review			
Evaluation of results and validity of conclusion			
Research methodology (adequacy, thoroughness, technical skill and other relevant elements.)			
Quality of the writing of the Dissertation			

Record your comments on the quality of the Dissertation and suggestions for improvement.  
Please include your questions for the Dissertation oral defense and add additional pages as necessary.

---

Signature of Internal/External Reviewer

---

Date

# APPENDIX I

## ED7060 PhD DISSERTATION DEFENSE

**Candidate:** .

**Dissertation Title:** .

**Date of Defense:**

Title	Name	Signature
<b>Supervisor:</b>		
<b>Committee Member:</b>		
<b>Committee Member:</b>		
<b>Internal Examiner:</b>		
<b>External Examiner:</b>		
<b>Chair:</b>		

<b>Comments on Oral Presentation:</b>
<p><b>In Camera:</b></p> <ul style="list-style-type: none"> <li>• <i>Accept Dissertation AS IS (dissertation is free of errors, omissions, etc.)</i></li> <li>• <i>Accept Dissertation with minor revisions (e.g., typos, APA formatting errors, short revisions or additions)</i></li> <li>• <i>Accept Dissertation with major revisions, without a new defense (a sub-committee is established to supervise and verify the revisions) (e.g., the addition of substantial new information, clarification of a concept, theory, or data, etc.)</i></li> <li>• <i>Fail: Dissertation requires major revisions and student must do a new defense (students may have two attempts at successfully defending the Dissertation. If there are two fails, the student will not receive the degree).</i></li> </ul>
<b>Assessment:</b>
<b>Nature of Changes Required (attach document):</b>
<b>Date by which Changes are to be Completed:</b>

## APPENDIX J

### SUCCESSFUL COMPLETION OF THE PHD DISSERTATION

The undersigned verify that the final oral defense of the PhD Dissertation to achieve a Pass grade in ED7060 PhD Dissertation has been successfully completed and the Dissertation is ready to submit to the Faculty of Education office for printing and binding.

	Name	ID#
Doctoral Candidate		

Dissertation Title	
--------------------	--

Dissertation Defense Date	
---------------------------	--

#### Examining Committee

	Name (print clearly)	Signature of Approval
Supervisor		
Committee Member		
Committee Member		
Date		



**APPENDIX K – Title Page**

**Flower Anxiety: History, Theories, Causes, and Interventions**

A DISSERTATION

Submitted to the Faculty of Education  
in partial fulfillment of the requirements for the degree,  
Doctor of Philosophy in Educational Studies

by

John J. Smith  
University of Prince Edward Island  
Charlottetown, PE  
January 2024

Dissertation Supervisor: Dr. Joseph Dempsey

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