MASTER OF EDUCATION IN EDUCATIONAL STUDIES
STUDENT, ADVISOR & SUPERVISOR HANDBOOK

trentu.ca/education/masters

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TRENT
UNIVERSITY

SCHOOL OF EDUCATION

Quotes for Inspiration

"This book emerged from this particular research journey, the questions I have asked, and the meaning that I have made from abundant and powerful knowledge shared with me. Had this occurred at another time in my life, the interpretations might have been different. We know what we know from where we stand. We need to be honest about that." (p. 7)

"'You're different from when you started this research.' Of course I wanted to know how, but he could not say; just that is was a 'good different'" (p. 183)

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts.* Toronto: University of Toronto Press.

1. Contents

2 Welcome

Welcome to the Master of Education in Educational Studies Graduate Program ("M.Ed"). You have signed up to think deeply and critically about the world of teaching and learning, in classrooms, the workplace and communities, and we are here to help you on your path of study. This Handbook is designed to assist faculty and graduate students with procedures and policies in the M.Ed program.

These guidelines should be viewed as complementary to the policies that pertain to the rights and responsibilities of Trent University students, including those contained in the Graduate Student Handbook, the Graduate Calendar, and the Students' Charter of Rights and Responsibilities. It is important to note that Graduate Studies policies override all other departmental guidelines, and that this Handbook is customized specifically to Ed. students. Every attempt has been made to ensure the accuracy of the information contained herein.

Many Graduate Studies forms and resources, including the Graduate Student Handbook, are available on the Graduate Studies website.

The Graduate Studies Calendar is available on the Graduate Studies website.

For detailed information, contact the M.Ed Program office: **educgradadmin@trentu.ca**

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2.1 Message from the Dean

Welcome to the Master of Education program at Trent University's School of Education. As the new Dean of Education, I share a special affinity with you, as we begin an exciting journey together through the dynamic landscape of teaching and learning here at Trent University and our connecting communities. As with all journeys, sometimes the terrain is uneven and there are both highs and lows. But please remember that our aim is to support you as fully as possible throughout your program. I am excited about how this journey will positively impact your intellectual growth and allow you to hone the unique gifts and talents that you bring to

the Education profession. Included in this package is information about the upcoming year. Please take advantage of these important resources, and this will help guide you during your time here.

The School of Education faculty members and staff are dedicated to our School's mission – you will find us to be approachable and deeply committed to not only ensuring your success as a student, but also to demonstrating a genuine connection to the larger purpose of Education in fostering community development, promoting inclusion, animating equity and actualizing care for others. I encourage you to take the time to get to know your companions on the journey; peer learning and relationships are strong foundational dimensions of professional education.

Over my years as educator in different places in the world, I often returned to a concept within holistic education that helped me connect the role of education with fostering a more humane and loving world. I still hold this concept to be true. Cultivating an open-hearted responsiveness will enhance your work with the diverse range of families and students you will be fortunate to encounter in your teaching and research. As educators, it is important that we are open to lifelong learning, curiosity and an appreciation how aspects of diversity enrich the learning in our classrooms and communities in Peterborough and well beyond. To me Education is the foundation of an inclusive and participatory community. I am excited for the adventure that awaits you over the next several years!

I encourage you to reflect on what it is you want to gain in your graduate school journey and to take advantage of the tremendous mentors that are part of our university community. If you have any questions or if there is any way I can help you, please do not hesitate to contact me. I will have open office hours every Thursday, from 1pm – 3pm (when able), so please drop by for a chat and cup of coffee. Welcome to the School of Education and look forward to meeting you in person soon. I wish you a dynamic intellectual journey that will provide you with a foundation of life-long learning and growth in the professional field of Education.

Warm regards,

Sarah Twomey

2.2 The Trent School of Education Anti-Oppression Statement

Terms of reference for the Anti-Oppression Committee: The Anti-Oppression Committee is a standing committee within the School of Education that can be composed of faculty, staff, and students. The purpose of the committee is to inform the School of Education on matters related to oppression and to recommend actions that progress the School of Education's work to promote values of inclusion and equity and foster a workplace culture that challenges bias and discrimination.

1. **Land acknowledgement**
   We respectfully acknowledge that we are on the traditional territory of the Mississauga Anishinaabeg. We offer our gratitude to the First Nations for their care for, and teachings about, our earth and our relations. May we honour those teachings.

   We recognize that our first relationship is with the land. In addition, our relationships among peoples

are shaped by how each of us has come to be on this shared land.

2. **Decolonization and reconciliation**
   We commit to the decolonization of the academy and working toward reconciliation. We honour **The Truth and Reconciliation Commission of Canada's** call upon institutions of education to acknowledge injustice against Indigenous peoples and to recentre Indigenous knowledge in our curricula and pedagogy. Regardless of discipline, level, or context, all educators in Canada have a part to play in reconciliation between Indigenous and settler communities.

3. **Reference to Human Rights**
   We honour and add to the Ontario humans rights code in our efforts to ensure a space that is equitable on the basis of : age, ancestry, colour, race, Indigeneity, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), sexual orientation, class. We understand that this terminology is often contested and in flux and commit to adjusting the above list over time to best reflect our community.

4. **Environmental Responsibility**
   We follow the lead of the Haudenosaunee who advise that we make decisions today to ensure that in seven generations there will still exist a sustainable world. We recognize that the sustainability of life on earth depends upon urgent action, and that environmental damage disproportionately impacts marginalized communities. Developing respectful, caring relationships with the land is the foundation of environmental learning, practices, and pedagogies.

5. **We acknowledge diversity within our community**
   The Trent University School of Education seeks to go beyond the language of inclusion and move to a space of embedding, affirming, and honoring the knowledge, experiences, and identities of marginalized communities. We are committed to the just and equitable treatment of our community members and community partners.

6. **Education is Political**
   We recognize that education is a fundamentally political act, and call on our faculty, staff, teacher candidates, students and community members to ensure our teaching does not reproduce discrimination, both directly and indirectly.

7. **Vigilance Against Inequity**
   We also recognize that inclusive and equitable spaces are created through the courage of those that confront inequity in all its forms. We seek to provide support for educators in developing the skills, knowledge, and bravery to create these spaces. We understand that both educators and students belong to marginalized communities, potentially facing discrimination, and have an obligation to support them.

8. **Ongoing learning**
   We acknowledge that one's capacity to challenge oppression involves life-long learning. We know that our work as educators, both current and future, depends on a mindset of growth.

9. **Values for Safety**
   We aim to prepare learners for the diverse experiences, cultures, and histories of all learners, in Ontario

and beyond. Often, students from marginalized communities experience educators who are not prepared for the diversity of their classrooms, and we seek to equip educators to repair this harm.

We educate with the knowledge that it is the responsibility of the educator, and not the learner, to embrace and embed marginalized voices in their practice. We therefore seek to prepare educators to have conversations about equity in a manner that encourages safety for all learners.

10. **Call to action and Pedagogies of Hope**
    The SOE will continue to implement new eco-social justice policies and practices (eg workshops, teach-ins, podcasts, socials, hirings, resources, curricula, events, celebrations, reports, research, etc.), and vows to seek new knowledge to address barriers for the most vulnerable in our communities, so that we all might have an institution that better serves ALL of our current and future learners.

Reporting

If you witness or experience discrimination within School of Education programs, there are several ways to report.

- If the incident involves **another student** and occurs within a class, raise the concern with your professor to see if there is a pedagogical response that can be taken (eg further class discussion, readings, films, presentations).
    1. If you feel uncomfortable approaching the instructor, feel that the instructor's response is inadequate, or if the incident occurred outside of a class, file a complaint with Trent's Student Charter of Rights and Responsibilities: https://www.trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities#Formal

- If the incident involves **a professor** and occurs within a class, raise the concern with your professor to see if there is a pedagogical response that can be taken (eg further class discussion, readings, films, presentations).
    1. If you feel uncomfortable approaching the instructor, or feel that the instructor's response is not adequate, or if the incident occurred outside of a class, you have several options:
        1. Report incident to the Dean.
            1. Only an anonymous informal complaint can be made.
            2. The dean may or may not follow up with a faculty member.
    2. And/or Report incident to the Human Rights Office.
        1. An anonymous informal complaint can be made, and there may or may not be follow up with a professor.
        2. A formal complaint can be made, and there will be follow-up with a professor. Please note formal complaints require student names and contact information. Complaints may be made up to five (5) months after an incident has taken place.
    3. And/or report incident to The School of Education Equity Committee.
        1. Only an anonymous informal complaint can be made.
        2. Incidents will be reported anonymously at faculty meetings.
        3. The committee will consider program-wide pedagogical responses, presentations, teach-ins, resources, etc.

Written in part by Karleen Pendleton Jiménez and Kharington Petgrave on May 24th, 2022

3 Program Information

3.1 Advisors and supervisors

When an application is reviewed and approved, a faculty member will be initially assigned to the candidate as a faculty advisor. This is the starting point of building a student-faculty relationship and is based on the research interests of the student and advisor.

By the end of the first year, students will confirm the program stream that they wish to pursue; course stream, major research project, or thesis. For the research project and thesis streams students will consult with their advisors and decide upon a supervisor that will replace their advisor. This may be the same person as the initial first-year advisor or it may be someone new.

Over time in the program, students will have the opportunity to be re-assigned where appropriate to align interests/styles more directly with a given faculty member. If the student wishes to change advisor / supervisor, the onus is on the student to find a faculty member who agrees to supervise them. When a new advisor / supervisor is agreed upon, the student needs to inform the M.Ed. Program office. This can either be done by sending a confirmation email to the administrative assistant or including this information in the annual progress report, see annual progress report information (3.6).

A list of faculty members can be found on the M.Ed. website.

3.2 Degree completion streams

The M.Ed has full-time and part-time pacing and has three options of study:
- Course-based (This requires completion of 10 half credit courses);
- Research Project (This requires completion of 8 courses plus a project paper);
- Thesis-based (This requires completion of 6 courses plus a thesis).

For information on procedures for changing program streams, see section 3.5.

3.2.1 Course only stream

10 courses must be completed in total

2 mandatory courses:
- EDUC 5010H: Interdisciplinary Critical Approaches to Educational Theory
- One of the following research courses; EDUC 5030H: Advanced Educational Research Methods: Interpretation and Inquiry; EDUC 5031H: Action Research as Inquiry and Leadership in Education; EDUC 5210H: Critical Narrative Inquiry: Stories and Transformation; or EDUC 5032H: Arts-Based Research Methods

8 electives chosen by the students (may include the following):

- M.Ed. Electives
- Independent Reading Research Courses
- Up to two external courses. One of which can be taken at another Ontario University (and the remaining within other departments at Trent)

3.2.2 Research project stream

8 courses must be completed in total plus Research Project

2 mandatory courses:
- EDUC 5010H: Interdisciplinary Critical Approaches to Educational Theory
- One of the following research courses; EDUC 5030H: Advanced Educational Research Methods: Interpretation and Inquiry; EDUC 5031H: Action Research as Inquiry and Leadership in Education; EDUC 5210H: Critical Narrative Inquiry: Stories and Transformation; or EDUC 5032H: Arts-Based Research Methods

6 electives chosen by the students (may include the following):
- M.Ed. Electives
- Independent Reading Research Courses
- Up to two external courses. One of which can be taken at another Ontario University (and the remaining within other departments at Trent)

Guidelines for starting a Research Project can be found here.

3.2.3 Thesis stream

6 courses must be completed in total plus a Thesis

2 mandatory courses (to be completed before any thesis work begins):
- EDUC 5010H: Interdisciplinary Critical Approaches to Educational Theory
- One of the following research courses; EDUC 5030H: Advanced Educational Research Methods: Interpretation and Inquiry; EDUC 5031H: Action Research as Inquiry and Leadership in Education; EDUC 5210H: Critical Narrative Inquiry: Stories and Transformation; or EDUC 5032H: Arts-Based Research Methods

4 electives chosen by the student (may include the following):
- M.Ed. Electives
- Independent Reading Research Courses
- Up to two external courses. One of which can be taken at another Ontario University (and the remaining within other departments at Trent)

Guidelines for a Thesis can be found [here.](#)

Thesis submission. Students will defend their thesis in an oral examination before an Examining Committee. In anticipation of the defence, see the approximate timeline below. Be aware that, in advance of the defence, approximately 6 weeks may be needed for Examiners to review and appraise the thesis after it has been submitted to the Program office. Plan ahead – use the timetable, below, in conjunction with the deadlines in the University Calendar. *For a more in depth description, see Appendix 3.*

Thesis timeline	Time Required
Find a supervisor. Consult with your supervisor and the director to find one or two other faculty to create a supervisory committee. Meet at least once a year with your committee, but meet and receive feedback throughout.	1 year into the program
Submit a timeline to your supervisory committee	5-6 months before anticipated defence
Submit a draft of your thesis at your final supervisory committee meeting. Supervisory committee members will review the fully prepared thesis and complete Step I form.	4 weeks max.
Student makes the changes required by supervisory committee, and submits the thesis to the M.Ed Program office.	varies
Director assembles examining committee in consultation with the supervisor. Supervisor is required to send a list of potential examiners to the Director. Thesis is sent to Examining Committee. Examining Committee members review the thesis and complete Step II form. Suitable date for defence is determined.	Every attempt will be made to have defence date within 6 weeks of approval of thesis by supervisory committee.
Defence	varies (approx. 2 hours)
Student makes revisions; after approval, student deposits final thesis copies at the M.Ed. Office and at the Office of Graduate Studies.	1 wk – 3 months post thesis defence

3.3 M.Ed. courses

As outlined in section 3.2, each degree completion route has mandatory courses and electives that students choose as part of their program. The information below gives information on the different types of electives that can be taken.

3.3.1 M.Ed. electives

M.Ed. electives are run by, or are in conjunction with, the M.Ed program. Electives offered in a given term are

listed in the [Graduate Academic Timetable](#). The M.Ed courses can be identified by the course code that starts with EDUC 5XXX.

3.3.2 Independent reading and research (IRR) course

These courses offer a range of flexible options to help meet the specific needs of M.Ed. students

The first option is a student-directed course where the student is responsible for defining the research topic and finding a faculty member to oversee the course and evaluation of the student work.   The independent study topic the student chooses must be very specific and not covered in depth in any of the other M.Ed. courses. The student will consult with the faculty member to create a syllabus with readings and assignments.

The second option is for a group of students with common interests to work with a faculty member to devise a course.

The third option is for students to request a course from the education section of the graduate academic calendar, but is not in the current timetable.

The student(s) shall forward the completed *Individual Reading and Research Course Form (Elective)* along with a proposed syllabus to their advisor(s) / supervisor(s) and the faculty member who agrees to oversee and evaluate the completion of the Independent Research Course. The Director of the M.Ed. program must approve the application. Students cannot be registered for an Independent Reading and Research course unless this form has been submitted and approved. IRR applications should be submitted to the M.Ed program office on or before the regular course registration deadline for each term. Therefore, if you plan to complete an IRR in a given term, it is wise to begin planning with your advisor/supervisor and the IRR supervisor in the term ahead of your intended term of study.

Procedures for creating an IRR can be found in appendix 6. The form and syllabus template can be found on the [M.Ed. studies website](#)

3.3.3 Courses taken at other universities

These may include in person, online, or webcast courses. It is the student's responsibility to find courses that they would like to complete and, where possible, a course should be taken within Ontario.

To receive permission to take a course at another university, students are required to submit a brief description of the course they wish to take and the credit hours of the course. If the course is located at an Ontario university, students must complete the *Ontario Visiting Graduate Form* found on the Graduate Studies website:
[OVGS Instructions](#)
[OVGS Form](#)
If the course is accepted into the student's program, the request will be approved and forwarded to the host university.

Any course chosen that is external to the M.Ed electives needs to be approved by the M.Ed Director as they must

be deemed to have relevance and be of equal quality to the M.Ed program. The applications need to be submitted to the M.Ed office for approval and the Graduate Studies department will register you into the course.

At the completion of a course taken at another university, it is the student's responsibility to order transcripts from the host university for delivery to the School of Graduate Studies at Trent.

3.4 Registering for courses

Register for your courses on MyTrent. The graduate studies registration guide gives more information on how this is done and can be found on their website. Students must use their student login information in order to register for courses. Further instructions may be found here: Trent Graduate Student Registration

The exceptions to this are:

- Independent reading and research courses;
- Courses in different Trent University departments;
- Courses at different Universities.

These will be registered manually by the Graduate Studies department once forms are approved.

3.5 Changing streams

Students who wish to change program streams need to complete a Request for Change to Program Stream. This enables the School of Graduate Studies to know the requirements for the degree to be completed. Requests for change of program stream are normally accepted within the first two terms of studies for full-time students, and first four terms of study for part-time students. Exceptional circumstances may be considered beyond these term restrictions set out in the graduate academic calendar.

3.6 Annual progress report

As part of the program students and advisors/supervisors will complete an annual progress report in the spring of each academic year. At the end of the first year, the declaration of program stream must be indicated on the form.

The Progress Report has two parts. Part A is required by Graduate Studies and Part B is required by the M.Ed. Program. They can both be found on the M.Ed. website. Both forms should be returned to the M.Ed. department.

4 Grading

A 70% final grade is needed to pass all M.Ed. courses, including the research project, in the School of Education and Professional Learning.

The following grading structure applies to the M.Ed. program:

Achievement Level	F	B-	B	B+	A-	A	A+
Numeric Equivalency	0-69	70-72	73-76	77-79	80-84	85-89	90-100

- **A+ 90-100** Extraordinary work that is publishable, or an original and exceptional contribution that offers new perspectives. Receipt of this level of grading is extremely rare.
- **A 85-89** Excellent work in all components; meritorious on all counts including research, writing, analysis. An original piece of work that offers new perspectives on a subject, topic or idea.
- **A- 80-84** Consistently first class work, does not offer new perspectives on a subject, topic or idea, but excellent writing, argumentation and research.
- **B+ 77-79** Very solid work with some strong features. Not consistently excellent in all components.
- **B 73-76** Solid and appropriate, but displays a few problems in writing, research and argument that could be improved.
- **B-70-72** Reasonable and acceptable work, but there are some problems such as writing, research, conceptualization or analysis that could be improved.

In addition to the above, the following symbols may be used on grade reports. These symbols are also used on the academic transcript of students; AU (audit course); F (fail); INC (incomplete); INP (in progress); P (pass); PRE (pre-registered); PWD (pass with distinction); PWR (pass with remediation); SAT (satisfactory); UNST (unsatisfactory); WDN (withdrawn).

4.1 Thesis grading

The thesis completed as part of the thesis stream will be evaluated as follows:

i.   the thesis is approved with no revisions, or
ii.   the thesis is approved provided certain minor revisions are made, or
iii.   the thesis is approved provided certain major revisions are made, or
iv.   the thesis is not approved as it stands but may be resubmitted, and re-examined by some or all of the Examining Committee (this may or may not involve another oral defence), or
v.   the thesis is not approved.

4.2 Overall principles for evaluation and grading

Taking intellectual risks: This refers to your willingness to make your ideas and practices vulnerable to scrutiny and comment by yourself and others through in-class and online discussions, group projects, and

critical reflections. The assumption is that personal and professional growth is not possible without at least a modicum of vulnerability and openness.

Making connections: This is evidence of your attempts to make connections between ideas, issues, etc., raised in the readings, small group sessions and your own beliefs and experiences.

Thinking clearly on paper: It is important to write effectively. This means being able to construct a text that is coherent, well supported and appropriate for your purpose and audience.

Contributing to the community: Personal and professional growth require an environment that is stimulating, challenging and supportive at the same time. It is the responsibility of each participant to contribute in creating and nurturing an environment of respect, collaboration and risk-taking.

4.3 Late submission of assignments

Students are expected to submit assignments in a timely fashion. Students may individually request an extension for an assignment. Please request the extension in writing and/or via email. It is the instructor's right to refuse extensions. If an extension is granted, the instructor must confirm the due date in writing. Unexcused lateness of an assignment may be assessed at 5% penalty per day, including weekends.

4.4 Failed course policy

Masters students who obtain less than 70% in a elective course may take one other course in substitution. If 70% is not obtained on the substituted course, the student will then be obliged to withdraw from the program. Only one such substitution will be permitted as part of requirements of any program stream.

Students who obtain less than 70% on a required course (as designated by the program) will not be permitted to retake the course and will be required to withdraw from their program.

4.5 Incomplete standing

"Incomplete standing" permits students to prearrange with their instructor an alternate date to submit any remaining work in a course and may be granted in cases where:

(i) a student is unable to complete in proper time the work requirement of a course for reasons beyond the student's control such as illness, physical or emotional disability,

(ii) loss of or damage to work already completed or in progress, or adverse seasonal effects on field or laboratory projects. NOTE that back-ups of assignments and data as well as encryption of data are required.

(iii) permission is granted by the program to allow the student to retake a program requirement at a future date as indicated in the program regulations and determined by the Director of the M.Ed. program.

Students wishing to obtain temporary incomplete standing at the end of a course must petition through the M.Ed. Director, with appropriate support documentation. Petitions for incomplete standing must be made before the submission of final grades to the School of Graduate Studies.

The deadline for submission of final grades for incomplete courses is August 31 for Fall and Winter half-courses, and December 31 for Summer courses. Failure to meet a revised deadline may result in a grade of F.

Incomplete standing should not be confused with aegrotat standing, which applies only in cases where students are unable, through similar physical or emotional disability, to write or perform in final examinations. See Graduate Studies Handbook for more details.

4.6 Unsatisfactory work

On the recommendation of the program, approved by the Dean of Education, a student whose work is unsatisfactory may at any time be required to withdraw from the University.

Unsatisfactory work includes any of the following:

• course work receiving a final grade lower than B- (70%)

• course work not completed within the specified timeframe

• lack of timely communication regarding coursework that jeopardizes the student's standing

4.7 Grading appeals procedure

As described in the Graduate Calendar, students may appeal grades. Students should first attempt to resolve a matter informally with the initial decision-maker(s). Where informal resolution is not possible, a student has the right to make a formal appeal. The appeal process is described in the appeals procedure section of the Graduate Calendar.

5 Academic Policies

5.1 Academic integrity

All members of the University community share the responsibility for the academic standards and reputation of the University. When students submit work for academic evaluation and credit, they imply that they are the sole authors of the work. Clear and careful attribution of the words and ideas of others is an essential part of academic scholarship. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a condition of continued membership in the University community.

For more information please look at the Graduate Academic Integrity Policy which can be found in the Graduate Calendar on the Graduate Studies website.

5.2 Equity

The School of Education upholds Trent University's policy on rights and responsibilities of all members of the University. It states: "Every member of Trent University—faculty, staff, or student—has a right to freedom from discrimination in the University by another faculty, staff member, or student because of age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender identity/ expression, marital status, place of origin, race, record of offences (in employment only), sex and sexual orientation." (See Academic Calendar).

5.3 Access to instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 sas@trentu.ca). More information can be found on the Student Accessibility Services website

6 Roles and Responsibilities

This section is intended to serve as a resource for graduate students, faculty members, advisors, supervisors, and administrative staff who are involved in graduate education. Understanding roles, responsibilities and expectations is important in graduate studies, and effective communication is essential to ensuring shared understanding. The development of strong working relationships helps to promote an excellent graduate experience.

Students may feel uncomfortable discussing issues or may feel at risk if they complain or disagree with their supervisors. Therefore, the onus is on departments/programs and advisors/supervisors to promote an environment where expectations and concerns can be discussed openly and without fear of reprisal.

6.1 Student responsibilities and guidelines

When a student registers in a graduate program, the student makes a commitment to strive for the highest levels of academic achievement and contribute fully to the intellectual life of the University. The primary responsibility of the student is to devote the time and energy required to complete all academic requirements including research projects and theses within the expected time frame. It is also the responsibility of the graduate student to follow program, Graduate Studies and University policies, procedures and regulations and to adhere to the principles of academic integrity.

By agreeing to work with an advisor/supervisor, students enter a partnership that will succeed if it is built on mutual trust and respect. It is expected that students should seek their advisor's/supervisor's advice and give it serious consideration. Students should also seek advice and guidance from their supervisory committee members (if applicable) and from their graduate program Director as needed.

The responsibilities of graduate students include the following:

1. Planning and completing studies.
   This includes:
   - Creating, in conjunction with the advisor/supervisor, a program of study that fits within the scope of the program and for which human, physical and financial resources exist. Defining expectations early on can help prevent misunderstandings and other problems from developing. (See appendix 5 for Advisor / Supervisor-Student Checklist).
   - Completing the necessary academic foundations for their program. This may include professional development programs, such as effective writing courses and academic integrity. Workshops on research grants and career opportunities may also be encouraged.
   - Meeting program requirements and conducting research that will contribute to, and reflect, a capacity of independent scholarship in the chosen field of study.
   - Working with your advisor/supervisor to identify and address any barriers to academic success (for example, English as a Second Language challenges, gaps in required background knowledge).
   - Seeking advice and support from university services and resources as needed. Sources of valuable support include the Student Accessibility Services that can help students with documented disabilities.
   - Meeting deadlines and following regulations associated with registration, Graduate Studies, and degree requirements.
   - Conducting research with the highest standard of ethical and scholarly practice and acquiring Research Ethics Board approval if required.
   - Giving serious consideration to the advice, criticism and feedback offered by the advisor/supervisor and/or supervisory committee regarding academic and research work and discussing differences of opinion or viewpoints.

2. Communications with advisor/supervisor
   This includes:
   - Maintaining regular communication with your advisor/supervisor and booking meetings in each academic term. See the advisor/supervisor and Student Checklist in appendix 5.
   - Discussing the roles and responsibilities for the advisor/supervisor-student relationship and communicating expectations of this relationship. These may include discussing research and career plans.
   - Informing the advisor/supervisor of any circumstances that might affect progress. Acting early and seeking advice and assistance if problems of any kind begin to emerge can permit timely intervention and resolution.
   - Discussing work and vacation plans so that your advisor/supervisor knows whether you will be unavailable for a period of time.
   - Seeking an alternative advisor/supervisor where necessary. Students are advised to obtain information about potential advisors/supervisors. The program website provides profiles of faculty members and descriptions of ongoing research and research facilities. Students who will work as a member of a research team are encouraged to talk with current students in that environment about their experiences

and interactions with a particular advisor/supervisor. It is important that whenever possible the student meet with the potential supervisor of their graduate thesis/research project to determine compatibility and have an opportunity to discuss issues such as expectations, research project support, identifying a thesis topic and scope, and strategies to ensure timely completion and quality work.

- If problems or conflicts associated with an advisor/supervisor or supervisory committee arise, the graduate student should first attempt to resolve any difficulties informally. If informal discussion does not lead to a resolution then advice should be sought from the M.Ed. Director and ultimately from the Dean of Graduate Studies in order to seek an acceptable resolution.

3. Administrative matters
This involves becoming familiar with and complying with the policies, procedures and regulations of the program, Graduate Studies and the university. It includes:

- Understanding the University's Intellectual Property policy, the policy pertaining to work done while a graduate student, as well as the guidelines around publication and access to research data, which remain in place even after the Student is no longer attending the University. Details can be found in the Graduate Studies Academic Calendar.

- Acquainting themselves with the safety regulations of the University and the Department.

- Understanding and complying with The Freedom of Information and Protection of Privacy Act ("FIPPA") and The Personal Health Information Act ("PHIA") that apply to the Student's program. https://www.trentu.ca/secretariat/access.php

- Being responsible for understanding the meaning of academic integrity at Trent University and ensuring it is applied to all their work, details can be found in the Graduate Studies Academic Calendar.

- Completing course/program evaluations in a timely matter. These will provide information to the program to improve its offering to current and future students.

- Submitting an annual progress report by the annual deadline established by the department/program. See the annual progress report section for more information (3.6).

- Ensuring that contact information is up to date with the supervisor, the M.Ed. department, Graduate Studies and the Registrar's office.

4. Additional responsibilities for research project and thesis students include:

- Preparing a research plan and timeline in consultation with the supervisor as a basis for monitoring progress and completing all stages of the research.

- Engaging fully in research project or thesis work to enable it to be completed in a timely manner.

- Completing any courses required for a research topic. This could include health and safety courses or where there are specific requirements at Trent University, including those pertaining to workplace protection (including Workplace Hazardous Material Information System "WHMIS"). Students are responsible for completing any safety courses that are necessary.

- Keeping the supervisor informed of progress and research findings through regular meetings and open communication.

- Providing reasonable evidence of satisfactory research progress, as requested by the supervisor or supervisory committee, in adherence with the timeline established early in the program. If the research evolves in an unexpected direction, graduate students should meet with their supervisor to

discuss the issue, determine how to proceed and revise goals/objectives/timelines as appropriate as soon as possible. A written summary of the discussion should be provided to the supervisor by the student.

- For thesis students, holding regular advisory meetings to inform of progress and research findings.
- Upon completion of the research work, ensuring that all records, files, documents are stored appropriately. Ensuring that a plan for dissemination is in place and has been agreed upon by all collaborators.
- Making drafts of the dissertation, thesis, major paper or materials available, with a copy of the raw data if requested, to the supervisor for review and prior to submission to the examining committee.
- Providing copies of the thesis, major research paper or dissertation to the examining committee.
- Where research data are produced or developed, both the Student and Supervisor will have access to the data at all times.

6.2 Advisors and supervisors

A faculty advisor is assigned to a student upon acceptance to the program. This is the starting point of building a student-faculty relationship. The program aims to assign faculty based on the research interests of the student. If the student is in the research project stream or thesis stream, the student will have an opportunity to be re-assigned to a supervisor with aligned interests/styles (they may also wish for their advisor to become their supervisor). A research supervisor is officially assigned when an application for a thesis or project is approved.

The advisor/supervisor is critical to supporting the quality of the student's graduate experience and may influence the student's career path. Academic competence is of course important, but the advisor / supervisor also provides advice, guidance, and mentorship. A healthy student-advisor/supervisor relationship is one in which there is open and effective communication and expectations are clearly laid out early on and reviewed regularly, see the *Advisor/Supervisor and Student Checklist* in appendix 5 of this Handbook.

6.2.1 Faculty advisors

Summary of **responsibilities of Faculty Advisors:**

- Clarifying roles and responsibilities in the advisory relationship.
- Discussing the 'Advisor-Student Checklist' with the student (defining expectations early on can help prevent misunderstandings and other problems from developing).
- Exposing the student to the regulations and procedures of the M.Ed. program outlined in the Handbook, and being knowledgeable about services and resources available to part-time graduate students at Trent University.
- Providing advice on the student program of study that will challenge the graduate student and allow the graduate student the satisfaction of making a contribution to the field.
- Ensuring that an annual progress report is completed for each student and submitted to the program director and, where the progress is unsatisfactory, to the Trent School of Graduate Studies. (See section on annual progress report for details – 3.6).
- Signing agreement to courses that are Independent Reading and Research courses, once these are

established by the instructor and the student.
- Encouraging the student to engage in additional professional learning - This includes programs such as effective writing courses, academic integrity, and workshops on research grants and career opportunities.
- Being accessible to the student to consult and discuss their progress. The frequency of such meetings depends on the stage of the student in the program, and the level of independence of the student. At a minimum, the student should arrange a meeting with their advisor in each academic term.
- Monitoring student use of ethics standards and safe practices.
- Informing the M.Ed. Director - when the advisor is on leave or on extended absence from the campus.
- Responding in a timely manner.
- Conforming to the principles of academic integrity in the development of a professional and objective relationship with the graduate student.
- If conflicts arise with graduate students, attempting to try to resolve the difficulties informally, being mindful of the power differential in the relationship. If informal consultation does not lead to a resolution, then consult with the program director.
- Being attentive to the distinctive needs and challenges of the student.

6.2.2 The research supervisor role

At the end of the first year, the student must decide on the program stream: Course, Project or Thesis. If the project or thesis option is selected the student then requires a research supervisor. This may be the same faculty member that has acted as their faculty advisor in their first year or it may change based on the research interests of the student and faculty member.

In addition to assuming the faculty advisor role, the thesis supervisor has the following responsibilities:

- Guiding and advising the student on the selection and development of a research topic that is challenging, at the appropriate level for the degree sought and can be completed within the expected time frame of the degree program.
- Helping the student set realistic parameters and identifying feasible alternatives to the research project, if the original proposed project is unrealistic. The supervisor and the student should be mindful of the availability of the resources needed to pursue the research.
- Supporting the student in learning how to seek approval from the Research Ethics Board, if required, prior to commencement of the project.
- Helping to ensure that the research resources necessary for execution of the dissertation, thesis or major project, within the norms appropriate to the graduate program and within the limits of the material and human resources of the university, are planned for so the graduate student can complete the project without undue delay.
- Understanding the provisions of the University's Intellectual Property Policy, information can be found in the Academic Calendar. This includes the policy pertaining to work done while a graduate student, as well as the guidelines around publication and access to research data, which remain in place even after the Student is no longer attending the University.
- Thoroughly examining written material submitted by the graduate student in a timely fashion, making constructive suggestions for improvement, and informing the graduate student at the time of submission when the material will be returned with comments, preferably in writing, for improving and

continuing the work.

- Managing students in cases where a student is acting as a research assistant to a faculty member. The terms of the work will follow standard protocols at Trent University, as well as faculty-student agreements (e.g. length of time, conditions, possible payment for work, confidentiality agreements).
- Making sure that any appropriate safety courses are taken, including those pertaining to workplace protection (including Workplace Hazardous Material Information System "WHMIS" and the ethics module for Ontario researchers.
- Knowing the program and university regulations and standards for a major project and thesis and ensuring that the graduate student is aware of them.
- Encouraging and assisting the student to disseminate the research findings through appropriate channels (conference, meetings, journals, etc.).
- Appropriately acknowledging in published material the contributions of the graduate student, and including consideration of joint authorship of publications.

Additional responsibilities for thesis supervisors regarding thesis defence:

- Being responsible for approaching the program director to set up the oral examination of the thesis in a timely manner, identifying possible examiners in discussion with the student as the student nears completion of the final draft, providing the director with the names of potential examiners, and setting the earliest date possible for the examination (in consultation with the director). Because the student continues to pay fees while waiting to defend, every effort should be made to finalize arrangements for the oral examination
- Helping the student prepare for the thesis defence by discussing the format of the defence, the types of questions that could be asked, and expectations that members of the examining committee might have.
- Identifying any conflicts between the supervisor or supervisory committee and the student. The supervisor should attempt first to resolve any difficulties informally with the student. If informal discussion does not lead to a resolution, then advice should be sought from the program director and ultimately from the Dean of Graduate Studies in order to seek an acceptable resolution.

6.3 Role and responsibilities of members of the thesis committee (thesis stream only)

The role of the thesis committee is to assist supervisors in providing guidance, consultation and advice on the students' research. The composition of the thesis committee may vary by program; however, the members' areas of expertise generally complement that of the supervisor. The thesis committee may also be called upon to take a more active role in cases where supervisors are absent for an extended period of time or in cases of disputes between supervisors and students. Committee members are responsible for:

- Attending meetings with the committee and the student as appropriate.
- Sharing office hours, email and contact information with the student.
- Offering counsel during the progress of the thesis work including advising on research methods, content, and structure as well as theoretical considerations for the thesis.

The Committee consists of a minimum of two members, including the student's Supervisor and one or two other M.Ed. core Faculty members or Adjuncts. At least one member should be tenured or tenure-track Trent faculty.

Non-M.Ed. faculty require the approval of the Program Director. The Thesis Committee should be established by the Supervisor in consultation with the M.Ed. Director and in accordance with the Graduate Program guidelines.

The responsibilities of thesis committee as a whole include:

- Providing additional <u>guidance and advice</u> on the student's research, complementing the expertise of the Supervisor.
- Being reasonably accessible to the student for consultation and discussion of the student's academic progress and research problems.
- Ensuring that a "Program of Study" is established with the student's involvement.
- Attending advisory meetings. The Supervisor and Student will organize and schedule an in-person meeting with the entire Thesis Committee at least twice annually to review the student's progress, to promote constructively the student's research and advise on future work required for completion of the degree requirements. Additional meetings may also be held at the request of either the Student or the Advisor. If appropriate, the Student will distribute reports in advance of scheduled meetings with the Thesis Committee.
- Identifying potential problems that may arise in the student's program and to help alleviate them.
- Submitting progress reports to the M.Ed. Graduate office, detailing its observations on the student's progress and future work and assessing whether research is progressing at a satisfactory or unsatisfactory level. A copy of the report should be given to the student and the student must be given the opportunity to respond. A copy of the report and the student's response shall be filed with the M.Ed. program
- Reading and commenting on drafts of written material in a timely manner and to indicate when a major paper is complete, or a thesis is ready for examination.

6.4 Role and responsibilities of the graduate program director

The M.Ed. program Director plays a central role in creating a positive environment in which graduate students can pursue their scholarly work and intellectual growth. Students should become acquainted with the graduate program Director and Administrator and stay informed about activities and events through graduate communications.

The responsibilities of the M.Ed. program director include:

- Providing current information to all graduate students, both incoming and continuing, on all aspects of the graduate program, admission requirements, financial support, procedures and deadlines. The departments should ensure that their information materials convey a welcoming and inclusive message and are readily accessible to all students.
- Ensuring that all graduate administrative procedures are followed.
- Ensuring that policies relevant to the graduate program, such as the appointment of supervisors, dispute resolution, and monitoring progress are current and published (e.g. on program or M.Ed.

websites or in student guides) so students can be familiar with them.

- Informing students of University and department safety regulations as appropriate to the discipline and field.
- Being reasonably accessible to students when called upon for discussion and consultation of their academic progress and research.
- Establishing a means of communicating with graduate students about matters of importance to their program (e.g. events, seminars, funding opportunities)
- Ensuring that an advisor/supervisor is appointed for each student registered in a graduate degree program.
- Ensuring that a progress report is submitted by the supervisor and student every year and from the supervisory committee (thesis route only) once per year, where appropriate.
- Providing guidance for resolving problems that may arise between graduate students, instructors, advisors, supervisors and/or members of the supervisory committee.
- Responding promptly to requests for the replacement of an advisor, supervisor or supervisory committee member.   Review the case in order to secure alternative supervision where appropriate.   If the program director has reason to believe that adequate supervision is not being provided, he/she should investigate the situation and take appropriate action.
- Ensuring that recommended members of an examining committee have a sufficiently "arms-length" relationship to the student.
- Informing students of resources and services available to them for assistance, consultation and advice on academic and non-academic matters.

6.5 M.Ed. administrative assistant responsibilities and guidelines

The administrative assistant supports the dean, faculty and students within the Masters in Educational Studies department.

Specific responsibilities include, but are not limited to:

- Providing assistance to the Dean and the Director of the M.Ed. program.
- Being the first contact point for all core faculty and M.Ed. students.
- Providing support for the M.Ed. Planning Committee and M.Ed. Faculty meetings by coordinating logistics of meetings and documenting minutes.
- Being the office contact for all student changes in course section and timetable requests.
- Posting administrative notices to learning System/Blackboard and preparing regular newsletters.
- Updating information on the M.Ed. website.
- Working with faculty before and during planning course and / or program events to maximize collaboration across faculty and courses to minimize conflicts in booking.

6.6 Role and responsibilities of the graduate studies school

The School of Graduate Studies oversees the conduct of all graduate programs within the university and supports the achievement of the highest possible academic standards in graduate degree programs. The School works closely with students, graduate programs, and faculties to promote excellence and foster an enriched and collegial environment for the pursuit of graduate education.

Specific responsibilities of the graduate studies department include:

- Ensuring that University and Graduate policies and procedures are followed.
- Providing support for new and continuing faculty on graduate supervision (eg. workshops).
- Providing professional development courses and opportunities for graduate students.
- Advising students on academic issues and facilitating informal solutions as appropriate.
- Liaising with graduate programs on all matters relevant to graduate education.

7 General Information A to Z index

7.1 Academic dishonesty

Plagiarism is an extremely serious academic offence and carries penalties varying from failure in an assignment to debarment from the University. Definitions, procedures, and penalties for dealing with plagiarism are set out in Trent University's Policy on Plagiarism which is available on request from every department or college office or from the Registrar's Office. The Graduate Studies Academic Calendar has details.

7.2 Admission with advanced standing / transfer credits

Consult the School of Graduate Studies Graduate Transfer Credit Policy

7.3 Data storage

When secure storage is required for materials collected as part of thesis/research project work, students should consult with their supervisor to make appropriate arrangements. You should ensure that digital data is stored with the appropriate encryption protection.

7.4 Facilities

There are many resources available to you while you are studying at Trent. These include:

- Academic Advising
- Academic Skills Centre
- Athletics and Recreation
- Career Centre

- Centre for Teaching and Learning
- Counselling Centre
- Health Services
- Library
- Office of Student Affairs
- Student Accessibility Services
- Trent Central Student Association
- Security

7.5 Financial support

The M.Ed. program offers no guaranteed financial support at this time. Students will have opportunities to apply for limited bursaries and funds to assist with costs incurred during research or towards conference attendance

7.6 Graduate study space

OC 156 which is on the lower floor of Otonabee College is available to graduate students for use as study space. Please see the Administrative Staff in OC 214.1 for access to this space.

7.7 Regulations, safety, and training

Safety and the adherence to research regulations and ethics are paramount. Students and Advisors / Supervisors should discuss any hazards involved in their research and ways to mitigate these risks, including appropriate training in radiation safety, biosafety, and hazardous substances. Studies involving live vertebrates or cephalopods require prior approval from the Animal Care Committee.

7.8 Research ethics

Programs that involve research on human subjects require prior approval from the Research Ethics Board.

See the research website for more information.

7.9 Time guidelines and time limits for degree completion

The M.Ed allows for flexible degree completion timelines. Students registered full-time are expected to complete in three to five terms depending on program stream. Part time students are expected to complete in 6-10 terms depending on program registration. The maximum time allowed for completion of the degree is 15 terms for all students. Any request for extension must be made formally to the Program Director and the Dean of Graduate Studies using the Request for Extending Time Limit Extension Form found on the Graduate Studies website.

7.10 Tuition fees

Tuition for the program is per-course; student fees are reflective of the number of courses for which a student has registered in a given term. The terms are Spring/Summer, Fall and Winter.

For more information on course fees, see the fee information on the graduate studies website.

Graduate Tuition & Fees

M.Ed fee schedule

7.11 Vacation guidelines

Scheduled time off and vacations are important for personal health, well-being, and workplace productivity and applies to students, advisors, supervisors and program directors. The dates for the program terms can be found in the graduate calendar.

Student vacations should take into account the following:

- It should not compromise the progress of a student's studies;
- It should not compromise the progress of the research.
- The Trent website can be used to store emergency contact details in case of an emergency abroad. Please see the emergency contact website for more details.

Vacation periods do not result in any changes to registered student status; students remain registered and pay all fees during the vacation period in the academic session until completion or withdrawal.

7.12 Waiting lists for courses

If there are not enough students signed up to a course, the course may either be postponed to another term or run as an Independent reading and research course.

If there are too many students signed up to a course then a waiting list may be created and we will do everything we can to create a second session. If this is not possible, students will be contacted if any spaces become available.

8 Questions or Problems

Questions or problems?

Students that have questions or experience complications during their program of study should direct inquiries in the first instance to their advisor or supervisor.

If these questions remain unresolved, depending on the question, students are encouraged to approach:

- The M.Ed. Administrative Assistant
- The School of Education Graduate Director
- The members of their Supervisory Committee (Thesis route only)

9 Appendices

1. Useful Websites

- **Grad Studies Website**

The Trent School of Graduate Studies website contains considerable valuable information for students and supervisors such as the Graduate Calendar and Significant Dates. It also has links to other sites that are relevant to the graduate student experience. Many, but not all are listed below.

  o **Academic Calendar**

     This document contains

  - Rights and responsibilities of students
  - Important dates
  - Policies and procedures, such as Graduate academic integrity policy, appeals procedure, intellectual property and program information.

  o **Grad Studies Forms and Documents Website**

     This site contains:

  - Graduate Student Handbook
  - Program registration guide
  - Research and Thesis Information
  - Intellectual Property Guidelines
  - Useful forms, Such as request for leave of absence, progress reports, change of course

  o **Admissions and Studies Policy**

- **Academic Skills for Graduate Students**

- **Research Ethics**

2. Faculty List

A [list of faculty](#) can be found on the M.Ed. website

3. First Meeting and Conversation Checklist for Advisor and Student

This checklist provides a guide for discussing mutual expectations between a graduate student and advisor or supervisor at the beginning of each academic year.

Graduate study requires independent learning and individualized professional development, supported by an advisor/supervisor. Graduate students hold the primary responsibility for the proper conduct of their research and the completion of their degree requirements. Regular, positive, and constructive interaction between the graduate student and the advisor/supervisor supports successful completion of a graduate degree. Students must comply with all institutional policies, program guidelines, and deadlines; see Appendix 1 for links to the Graduate Handbook. Advisors/Supervisors are expected to be committed to the education and mentorship of the graduate student. The student and advisor/supervisor should discuss minimum and ideal expectations for the completion of the degree, and revisit those expectations while evaluating whether satisfactory progress is being made toward those expectations.

The student and advisor/supervisor are expected to have a discussion that includes, but is not limited to, all the items below. Please check each item to indicate it has been discussed. Please note that the checklist is not to be utilized as a contract. Your signatures at the bottom are simply an acknowledgement that the various expectations have been disclosed and discussed.

3.1.   First meeting and conversation checklist for advisor and student

Date of meeting_____

Discussion Points	Tick to confirm topic has been discussed	Notes
REGULAR CONSULTATION: We have discussed the importance of attending regular student-advisor meetings as warranted (a basic guideline is one meeting per term).	☐	
PROGRAM EXPECTATIONS: We have discussed program expectations regarding the following items (where applicable): guidelines for advisors/ supervisors and students; which program route to take, thesis, project or course-only; elective options.	☐	
ADVISOR / SUPERVISOR / STUDENT EXPECTATIONS: We have discussed the purpose of the advisor/ supervisor/student relationship regarding the following items: best way to communicate, how often to communicate and when to meet, when each person is on vacation (if the advisor / supervisor needs to find a stand in while on vacation), updating relevant parties with contact information and disclosing any conflicts of interest that may arise.	☐	
ADVISOR SUPPORT: We have discussed the resources available online and at the Bata Library and the Academic Skills Centre as well as the Student Services resources	☐	
PROGRAM COMPLETION PLAN: We have discussed the feasibility of the students' plan and mapped out the plan with a timeline to ensure timely degree completion (normally within 2-4 years), including the impact of the student's other workload.	☐	

STUDENT ORIENTATION: The student has completed the orientation events and checklist including training on academic writing and research, use of research equipment, and ethics training module	☐	
PROFESSIONAL CONDUCT: We have discussed professional comportment, such as attending classes, timely submission of coursework, professional judgment.	☐	
COURSE REQUIREMENTS: We have discussed that the student must complete an annual progress report in consultation with the advisor that is submitted to the M.Ed. department. (See section 3.6 for info & links)	☐	
RESEARCH ETHICS: The student has been made aware that ethics approval is needed before data collection can begin when humans or animals are involved.	☐	
ACADEMIC MISCONDUCT: We are familiar with graduate academic integrity policy document shown in the Graduate Calendar. We have discussed academic integrity issues such as plagiarism or misrepresentation of data in presentations, thesis proposal, thesis or project, and work for publication, and consequences of these acts.	☐	
AUTHORSHIP & INTELLECTUAL PROPERTY: We have discussed the intellectual property (IP) matters that may arise in the course of studies, such as authorship in publications, order of authors, ownership of data and research results, and patent rights. Where applicable, IP matters will be discussed before any publication or presentation of the research in order to ensure accreditation of authorship and patentability is not jeopardized	☐	

INFRASTRUCTURE AND FACILITIES: We have discussed requirements for study and research and establish if the advisor can help provide assistance.	☐	
PROFESSIONAL DEVELOPMENT: We have discussed the importance of accessing and acquiring professional development skills. Experiences of this nature add value to the student's future career.	☐	
CONFLICT RESOLUTION: We have discussed the mechanisms for raising any concerns over advising, supervising or other conflicts, which may arise - order of consultation as needed, with: 1) advisor/supervisor, 2) Director, 3) Dean of Graduate Studies	☐	
OTHER: Add anything that you would like to be reviewed with advisor / student	☐	

Signatures: The Graduate Student and Advisor / Supervisor have reviewed and discussed the guidelines provided on this checklist.

Advisor / Supervisor:

_____   Date:_____
PRINT NAME   SIGNATAURE

Graduate Student:

_____   Date:_____
PRINT NAME   SIGNATAURE

Copies of this signed checklist will be kept by the Supervisor, the Student and the M.Ed. Program Administrative Assistant

4. Independent Reading and Research (IRR) Course Guidelines

This information is intended as a general guide for students who wish to pursue an Independent Reading and Research (IRR) course for the Masters in Educational Studies program.

PURPOSE OF AN INDEPENDENT READING AND RESEARCH COURSE

Individual Reading and Research Courses are intended to allow students to pursue topics of particular interest, which are not presented in regularly scheduled courses. The intent is to allow concentrated, integrated study on a topic or problem that is specifically relevant to a student's approved program. It enables a student and an instructor to have an opportunity to explore shared interests.

Please note: IRR courses are intended to provide opportunities to enroll in an individualized course. Students from all three streams may take an independent reading and research course.

TYPES OF INDEPENDENT READING AND RESEARCH COURSES

An *Independent Reading and Research Course* is in principle a reading course requiring research into the literature. The most widely used format involves a course of guided readings and discussions with an instructor. In some cases, an element of empirical research may be undertaken subject to ethical review and approval where appropriate. Assignments will be determined jointly by the instructor and student.

There is no maximum number of Individual Reading and Research courses permitted for a student to take, but each application will be reviewed by the M.Ed. Program Director.

PROCEDURES

A graduate student wishing to enroll in an IRR course must discuss it with their Advisor (or Supervisor for thesis and project stream students) to determine a topic and the names of possible IRR instructors. It is the student's responsibility to contact a member of the faculty with a specific request to work together.

An IRR will normally be completed in one term and will involve work equivalent to a graduate half course. However, an IRR half course can also be completed over two terms, so long as the dates and evaluation deadlines are designated as such in the syllabus.

In consultation with their instructor the student must complete:

- The EDUC5910H Independent Reading and Research Syllabus on myTrent Syllabus portal
- The EDUC5910H Independent Reading and Research Course Form.

The student is responsible for obtaining the signatures for (1. The student, 2. The instructor, 3. The student's advisor/supervisor), and submitting the form and syllabus to the M.Ed. Program office by the required date. This will

then be passed to the Graduate Studies department for processing.

INDEPENDENT READING AND RESEARCH SYLLABUS

The Independent Reading and Research Syllabus will serve as your course proposal. Read through the examples and instructions to help you in developing your own IRR course. Upon completion, please delete the examples and instructions, but leave the remaining segments of the syllabus as they are.

EVALUATION

The IRR Instructor will submit a final grade to the Graduate Programs Office according to the usual procedure. See student, advisor and supervisor handbook for grading information.

SUBMISSION PROCEDURES AND DEADLINES

The student must submit the syllabus, along with an Independent Reading and Research form (signed by the student, IRR instructor, student advisor/supervisor, and the M.Ed Director) to the M.Ed. Program Office for approval by the appropriate deadline date.

A student is not enrolled in an IRR course until the required form and syllabus are submitted with all the necessary signatures to the M.Ed Office, by the appropriate deadline. Please allow 2-3 weeks for processing before the course will show on your official record.

DEADLINES FOR SUBMISSION OF IRR APPLICATIONS

Fall Term: August 31

Winter Term: December 15

Summer Term: April 30

The M.Ed. Program would like to acknowledge the following departments and organizations whose documentation was drawn on to provide portions of the text within this handbook:

- Graduate Student Rights and Responsibilities from Brock University.
- Program Handbook from Trent University Environmental and Life Sciences Department.
- Master of Education Handbook from Nipissing University.
- Graduate Supervision document from Ryerson University
- Graduate Supervision Handbook from Queens University

The most current version of the M.Ed Handbook can be found on the M.Ed website.
The Graduate Student forms and policies can be found on the Graduate Studies website.
The Graduate Academic Calendar is available of the Graduate Studies website.

For detailed information, contact the M.Ed Program office:

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