Graduate Students' HANDBOOK

DEPARTMENT OF CURRICULUM STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF SASKATCHEWAN
SASKATOON, SK
As far as possible, the information in this booklet is correct at the time of its online publication (December, 2012) however is subject to change, especially in the area of fees. So what you’re reading is a guide, not a contract. You can find the most up-to-date information on the U of S website (http://www.usask.ca). The Department of Curriculum Studies takes no responsibility for problems that may arise from erroneous or outdated information in this document, despite our best efforts to keep it accurate and current.

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INTRODUCTION

We are thrilled to welcome you into our community of scholars in the Department of Curriculum Studies. This is a group devoted to learning and discovery, and especially the kind that can influence education here and elsewhere. You’re joining a rich tradition of advocacy, for hard-nosed research, and for the celebration of education in all of its manifestations.

New students often ask us whether they are ready for graduate studies, and what they can do to prepare.

You have been preparing for this experience all your professional life, so there's no homework to do before you begin. Pack your intellectual bags. Bring comfortable clothing, good shoes for a journey, a book that inspires you. And if you’re taking any of our online courses in ETAD, you don’t have to wear pants. Come with an open heart and mind, and an uncomplicated spirit of anticipation.

You will be confronted by great minds—yours among them—in our classrooms. You will be spending time with fellow students and professors joining you on your journey - talking, sharing, story-telling, laughing, crying -- whatever comes to mind. We all have one thing in common: we are all crazy-passionate about learning and research. Previous students have described their experiences as "life-changing" and "transforming." If your program works the way it should, you’re about to give yourself a good head shake. Can you prepare for that? I don't think so, but an open mind can help a lot.

Let’s get started. Together.

Richard Schwier, Professor and Head
Department of Curriculum Studies
A Message from the Graduate Coordinator (TBA)
FOREWORD

Graduate Studies: What is it?

In the Department of Curriculum Studies, the main purposes of Graduate Studies are to evoke in participants the transition from knowledge consumer to knowledge maker, to develop leaders in curriculum, and to improve the quality of teaching for learning. Traditionally, these processes occur in many different contexts ranging from structured inquiry in classroom settings, to blended and online environments, to free-flowing dialogues during adventures in the great outdoors.

"At the beginning stages of your programme, you will encounter ambiguity and even dissonance. Absolutes become difficult to reconcile, and current and past views are tested and shaken up. This process is as it should be. You have enrolled in graduate studies, not simply to confirm current beliefs, but to supplement them with new discoveries so that you will develop a philosophy which guides your thinking and enables you to make a richer contribution to education. Of course, you will find this process at times frustrating, but overall the entire experience will be one which exhilarates you the more you explore ideas. Other graduate students can play an important role in your graduate programme, too, for their experiences and understandings contribute to the transformation of graduate student into professional leader. So make sure you make time to meet your peers over coffee. That's when growth occurs."

(Fram, R., Graduate Students' Manual, 1997)

In the Department of Curriculum Studies, Graduate Studies is an intellectual, physical and social challenge that produces educational leaders of the future.

Graduate Studies: Why me?

There are many reasons a teacher will choose to return to school. By far the best reason is that you want to learn more about teaching for learning. Some teachers come because they have a question – something has happened in their career, and they want to know more about that issue. Others come because they want to change their practices in various ways. Some teachers come because they are considering a lateral shift in their career paths – perhaps to become a consultant or specialist. Some people are coming because they always knew they would return at some point. It is likely that more than one of these motives is driving you. All of them, though, are fundamentally about improving your understanding of teaching for learning.

Graduate Studies: Who will help me?

In a phrase, all of us. All faculty and staff members in Curriculum Studies are committed to assist you in your graduate work. Further, we strongly encourage peer mentoring of new students by senior graduate students. Together we form a caring, responsible learning community that
supports the theory-to-practice process in Saskatchewan education, and opens doors to leadership positions in traditional and non-traditional settings.
1.0 GRADUATE STUDIES IN THE DEPARTMENT OF CURRICULUM STUDIES

1.1 Categories

Students taking graduate work in the Department of Curriculum Studies fall into one of the following categories:

1.1.1 Candidates for the Master’s degree in Curriculum Studies or in Educational Technology and Design (M.Ed.):
   a) with thesis
   b) with project
   c) course-based

1.1.2 Candidates admitted to the College of Graduate Studies* as occasional or non-degree students. These candidates should have the prerequisites to qualify fully for admission to the degree or diploma and may only transfer up to 6 credit units if they embark on a graduate degree program. The 5 year timeline in their program would begin from the first registration of a course that is counted.

1.1.3 Candidates for the Doctor of Philosophy degree (Ph.D.). Because each application is handled as a special case, a program is not outlined in this handbook. Spaces are limited, but we are happy to discuss possibilities with interested students. Please contact the Department Graduate Coordinator for more information.

1.2 Concentrations and Programs

Students choose their areas of study from available courses in ECUR and ETAD, and with potential for electives to be chosen from other departments (with permission from the advisor or research supervisor as well as permission from the Head of the other department in question). Permissions for courses from College of Education departments outside ECUR are sent to the graduate secretary, who then opens the course to registration by the approved student.

1.2.1 Leadership in Library and Informational Studies

The Department of Curriculum Studies, in collaboration with the University of Alberta School of Library and Information Studies, offers a library science strand within the M.Ed. Curriculum Studies degree. This program will appeal to librarians or teachers interested in resource-based learning. Library Science courses are offered through distance education at the University of Alberta and credited towards a University of Saskatchewan M.Ed. degree (students register for these courses through the University of Saskatchewan). Library Science courses should be combined with another Curriculum Studies program focus.
1.3 Registration

Although students complete their work in the College of Education, they actually register in the College of Graduate Studies and Research and they are a member of that College, as is every graduate student at the University of Saskatchewan. The decision whether to admit a student to the College of Graduate Studies for work in Curriculum Studies or Educational Technology and Design is made by the College of Graduate Studies on recommendation of the Department of Curriculum Studies. Each candidate must be recommended to the College of Graduate Studies and Research by the department in which work will be done (in this case, the Department of Curriculum Studies).

1.4 To qualify for admission to graduate work in Curriculum Studies (ECUR) or Educational Technology and Design (ETAD) a student must meet the following requirements:

1.4.1 Educational prerequisites - one of the following:

a) A Bachelor of Education degree with adequate preparation in the field of study for which the candidate has applied.

b) A four-year Bachelors degree or equivalent in the disciplinary areas appropriate to the graduate field of study

1.4.2 Academic record

a) For admission to a Master's program, the candidate must have obtained a high academic standing (a minimum average of 70 percent in the last two years (sixty credit units) of the undergraduate program).

b) For placement in the Postgraduate Diploma program when requirements for a Masters program are not met, the required minimum average for the last two years (sixty credit units) is 65 percent.

1.4.3 Practical experience - before admission to our graduate program the student must show evidence (of at least one year of educational experience after completion of a Bachelors of Education, or three years of educational experience, after completion of a different Bachelors degree that is not Education) of satisfactory teaching, clinical, or other appropriate educational experience related to the intended field of graduate study.

1.4.4 In areas of graduate study in which personal and professional qualifications as well as academic competence are major concerns, the Department of Graduate Studies Advisory Committee may set up such additional selection criteria as it deems appropriate.
1.5 Admission Procedures

1.5.1 Although a student is actually admitted to the College of Graduate Studies, most contact is with the Curriculum Studies Department. The student may make inquiries in person or by email and will be able to access the following online: “Application for Admission” (GSR 100), and three "Confidential Letter of Recommendation" forms (GSR 101). In addition, transcripts from course work outside of the University of Saskatchewan are required, and the student must also send a Letter of Intent, outlining the applicant’s goals and aspirations, as well as a current resume. These documents are sent directly to the Department and provide information to help us suggest program and course options.

1.5.2 The completed application (1.5.1) is returned to the Graduate Secretary. When all material is in, including official academic transcripts, the Graduate Coordinator makes a recommendation to the College of Graduate Studies and Research (CGSR). At this time the applicant will be able to determine the status of the application online.

**NOTE:** No decisions are made until the admission package (application form, letters of recommendation, CV, official transcripts) is complete. If you have not heard the results of the decision within a reasonable time, contact the Graduate Coordinator in Curriculum Studies. Sometimes referees forget to send in letters and if you find out who they are, you will be able to jog their memories. You may track your application online.

Admission dates:

International (attending U of S in person):
Completed application files: on or before March 1
Review of files: March 15
Files sent to College of Graduate Studies & Research for final approval: April 1

Canadian:
Completed application files: initial considerations of applicants occurs on or before April 1; later applications may be considered if spaces in programs permit.
Review of files: April 15
Files sent to College of Graduate Studies & Research for final approval: April 30

1.6 Course and Program Requirements

A student's program is developed in conjunction with their assigned advisor. All courses must be approved by the department and by the College of Graduate Studies. Meet with your program advisor throughout your program or to make changes to
your approved program. When you apply for Convocation, the approved program of study must match exactly with the courses listed on your transcript.

**NOTE:** For readers who prefer to think in terms of courses and half-courses, a course counts for 6 credit units and a half-course for 3 credit units. A typical graduate level course is 3 credits.

1.6.1 Number of courses required

a) **M.Ed. with thesis** consists of at least 21 credit units and a thesis. At least 12 credit units of these courses must be graduate courses.

b) **M.Ed. with project** consists of a minimum of 24 credit units and a project. At least 15 credit units of these courses must be graduate courses.

c) **M.Ed.: Course-based** consists of a minimum of 30 credit units, three of which are the capstone class, named “scholarship in teaching” (ECUR 991 or ETAD 991), and 21 of which must be graduate courses.

1.6.2 Other course information

Undergraduate courses included in a graduate program shall be at the senior level and be justified on the grounds of the rationale of the graduate program. Undergraduate courses considered to be necessary owing to inadequacies in the student's preparation for the graduate program shall be considered prerequisite courses and not part of the graduate program.

1.6.3 Research

a) In the thesis option, a research study (ECUR 994 or ETAD 994) is planned and carried out by the student under the direction of a faculty member appointed as the supervisor (also called thesis supervisor) and in accordance with the procedures laid down by the CGSR.

b) In the project option, the candidate also works under supervision to complete a project or practicum (ECUR 992 or ETAD 992). A year-long seminar is run to support the work, and where appropriate, you will also work under the direct supervision of another faculty member in Curriculum Studies. The product, which will lend itself to some type of dissemination of knowledge, is kept on file in the department. One possibility here is to create work that supports the submission of two publishable research articles. A second possibility would be to create a scholarly product and a technical report to describe it.

A candidate for an M.Ed. is expected to complete the program with reasonable continuity over a period not exceeding five years. The Five-Year Rule comes into effect the first time the student registers for course work at the University after
admission as a graduate student. Students who wish to receive credit for courses taken before admission to a program must see the Graduate Coordinator about such credit. Courses applied to the program not part of another degree taken previously become the starting date for your graduate program.

It is recommended that students stay in close touch with their advisors/supervisors so that timelines can be supported. A yearly meeting in which the advisor or supervisor completes a Progress Report (GSR 210) is mandatory.

1.6.4 Marks and averages

a) M.Ed. - The student must obtain at least 60 percent in each course taken in the graduate program. The overall average of classes taken for the program must be at least 70 percent.

b) A student who has not maintained the necessary academic standing or shown satisfactory progress towards the degree may be required by CGSR to discontinue.

1.6.5 Maintenance of status

Students must have continuous registration in each and every term (3 terms), Spring & Summer Term, Fall Term, Winter Term or register in Maintenance of Status. Students in a Thesis or a Project will register in 994 Thesis or 992 Project in each and every term. They can register in courses but they will not incur additional tuition fees. Course-based students must register in a course in each and every term or, if this is not possible, register in Maintenance of Status with the related fee.

NOTE: Failure to comply with MSTAT regulations may be considered by the CGSR, department and the Graduate Advisory Committee as a voluntary withdrawal from the program. Reinstatement is not automatic and, if allowed, may carry severe financial implications. See the Graduate Studies calendar for details.

NOTE: The registration/MSTAT forms are not sent out automatically to grad students. It is each student's responsibility to ensure that the necessary procedures have been followed. Students must email CGSR or email the ECUR graduate secretary and request registration in MSTAT.

1.6.6 Medical Leaves

Medical leaves from the program require a doctor’s note and an email to the Graduate Coordinator and the advisor/supervisor, requesting the period of time needed for the medical leave. The graduate Coordinator will then alert the College of Graduate Studies, requesting that the student be placed on a medical leave of absence. If this request is approved, the student will not be required to pay a
maintenance of status fee for the duration of the leave. It is up to the student to alert the Graduate Coordinator, and the advisor/supervisor, when returning to the program.

2.0 CHOOSING AND ESTABLISHING A PROGRAM

2.1 Initial procedures

In order to establish a program of studies, a student should arrange to talk with their program advisor. The Graduate Coordinator may serve as the initial program advisor when a student is interested in applying for graduate studies, and then the Graduate Coordinator will assign the student to a faculty member in the student's area of specialized interest who will act as the program advisor.

NOTE: The student's program advisor is not necessarily the student's thesis or project supervisor (The selection of one's thesis or project supervisor is discussed in section 4.1.2).

The program advisor will have information about the regulations regarding the choice of courses acceptable for the student's area of study, but the student should also be aware of those regulations (See sections 1.3 and 1.4).

2.2 Some M.Ed. considerations - thesis vs. project vs course-based option

The student should decide whether to follow the thesis, project, or course-based route before a program is established. The following information may be helpful in that decision-making:

2.2.1 Minimum course loads: 21 credit units + thesis (ECUR 994 or ETAD 994)
OR
24 credit units + project (ECUR 992 or ETAD 992)
OR
27 credit units + capping course (ECUR 991.3 or ETAD 991.3)

2.2.2 A thesis is managed by a committee, i.e., the student works with a supervisor and submits both the proposal and the finished thesis to a committee. The committee decides if the proposal is acceptable prior to meeting formally. The student meets with the committee to discuss his or her work - to support and justify the thesis (at the proposal stage) and, later, to support and justify the completed thesis itself.

A project may involve only the students’ instructor in ECUR 992 or ETAD 992, or another supervisor. The project will be assessed by a first and second reader.

2.2.3 Both the thesis and the project are considered on a pass-fail basis.
2.2.4 Students who may later do graduate work at a doctoral level will find the writing of a thesis excellent preparation for that work. A project, especially if it is conducted around a formal research structure, may also support students into PhD studies. In either case, a thesis or project program will make you eligible to apply for Ph.D. studies. Students who select the course-based route enhance their own practice without doing a project or thesis. Some universities across Canada accept course-based MEds as prerequisites for PhD studies while other universities may not.

2.2.5 The project option may include the development of materials or teaching units directly applicable to the student's own classroom. The project may also be a multimedia production. Both of these often have a supporting paper to position the project in the research literature. A thesis generally proposes and then researches a aspect of education. However, the difference between a 994 and a 992 is almost impossible to enunciate in specific terms.

Some students begin a 992 project and find that their work is just as well suited to a thesis. A number of students do in fact change their programs to a thesis option as their goals or ideas change. The opposite also occurs; some students change from a 994 thesis to a 992 project because they want to undertake a practical piece of work or do something more immediate insofar as interest or impact (See section 2.3 below for program change procedures).

2.2.6 The requirements for the writing style and presentation are no less stringently applied to a project than to a thesis. A high academic standard is expected for both. When your M.Ed. degree is awarded there is no designation of thesis, project, or course-based route, beyond mention in the Convocation Program.

2.3 Program changes

While an initial decision must be made and recorded as to the program to be followed (thesis, project, or course-based), the student may request a program change at any time. It must be remembered, however, that course changes may also be necessary so that the new program conforms to regulations. Program changes (i.e. from thesis to project, etc.), require the approval of the student's program advisor/supervisor before being submitted. All requests must be supported by the advisor/supervisor and supported by the Graduate Coordinator. The Graduate Coordinator sends an email letter of support to the CGSR, and no change is official until the CGSR has accepted it and made the appropriate change of status on the system (possibly affecting tuition fees).

2.4 Special note for transfer from PGD (Post Graduate Diploma) to M.Ed.

2.4.1 PGD students who were not fully qualified as Master’s candidates at the time of admission to the PGD may, at the invitation of the academic unit, transfer to a Master’s program upon completion of 15 credit units (for transfer to Master’s with
thesis) or 18-21 credit units (for transfer to Master’s with project) of 800 level coursework with a cumulative academic average of 80% and no grade below 75%.

2.4.2 Students who have completed the PGD with a grade of at least 70% in each of the courses acceptable for a Master's degree may be admitted to a Master's program by following regular admission procedures.

2.4.3 Students who wish to proceed to a Master's program, who were not fully qualified for a Master's program at the time of admission or who completed the PGD five years or more ago, must complete a minimum of six credit units of coursework at the graduate level in the Master's program, in addition to other requirements plus the thesis or project, to meet requirements for the Master's degree. The regular five-year time limit for Master's programs is applicable.

2.5 Choosing Courses for Your Program

You design your program with the Graduate Coordinator and your advisor. The CGSR requires that a program be filed in the first year, along with the name of a supervisor, but programs are not cast in stone. It is regular practice for courses on programs to change. In many cases, the advisor's name on programs is that of the Graduate Coordinator simply to fulfill the CGSR requirement, so this name normally changes.

What to Expect in Courses:

There is more opportunity for individual participation, and more responsibility to participate is placed on the individual.

Students, as graduates, are expected to be more independent than they were as undergraduates. That is, they must function in an environment of less structure and must exercise more self-initiative.

2.5.1 Compulsory Courses

Your courses differ depending on which program you are taking: ECUR or ETAD.

There are 9 credit units that are compulsory for ECUR and ETAD M.Ed. students:

**ECUR:**
ECUR 811.3 Curriculum Perspectives

**AND**
ECUR 812.3 Curriculum Theory and Practice
(We suggest you take these two courses at the beginning of your Master's program because they are foundational courses)

**AND**

ERES 800.3 Introductory Research Methods

**ETAD:**

ECUR 802.6 in place of ECUR 811/812

**AND**

ERES 800.3 Introductory Research Methods

If you are a PGD student we recommend you consider taking these two compulsory courses so that you can transfer them to a Master's program should you later want to change to a M.Ed.

In addition to the above required credit courses, there are three courses that must be taken as non-credit classes:

ECUR 990  Seminar in Curriculum Research (usually two Saturdays (half day sessions) in semester one and two Saturdays (half day sessions) in semester two of your first year in the program)

GSE 960  Introduction to Ethics and Integrity (an online module)

Your supervisor may also require you to take

GSR 961  Ethics and Integrity in Human Research (an online module)

Graduate students will also need to register in ECUR 990. This is a seminar course designed to facilitate you progress through the graduate program. Make sure you add this course to your registration form in September. You need to take this course once only (for those who attend a second year).

2.5.2 Courses Taken in Other Departments

We encourage you to consider courses offered in other departments in the College of Education to broaden your program and to pursue cognate areas of interest. In all cases, you should discuss such courses with the Graduate Coordinator or your supervisor to ensure that they complement your program and intended research or project. Curriculum Studies students often take courses from the departments of Educational Administration, Educational Foundations, and less often from the
department of Educational Psychology and Special Ed. At times students take
courses offered in departments in other colleges on campus. In all cases you must
register for the course in the department which offers it and include it on your
registration form. Ensure, too, that the course is listed in your program of studies.

2.5.3 Courses Taken from Other Universities

Please refer to the College of Graduate Studies’ guidelines.

2.5.4 Courses from the University of Regina

The Saskatchewan Universities Graduate Agreement (SUGA), between the
U of S and the U of Regina, allows you to take courses from the U of
Regina for credit here. A SUGA course counts toward the maximum six
credits allowed outside U of S credits. A SUGA needs to be approved prior
to taking the courses and tuition fees are paid here. If a course is taken
without the approval of our department, it is considered a transfer credit
(though you should consult with the Graduate Coordinator first). You pay
course fees to the U of Regina, and when you complete the course it is your
responsibility to have the U of Regina send an official transcript showing
the course grade to the Graduate Coordinator. The SUGA form is available

2.5.5 Courses from Universities in Western Canada

The Western Deans’ Agreement allows you to take up to six credit units
from universities in Western Canada offering graduate courses for credit on
your program in Curriculum Studies. The provinces covered are Manitoba,
Alberta and British Columbia (Athabasca University is not a signatory to
this agreement, but you can take Athabasca courses for credit with the
necessary pre-approval).

You pay tuition to U of S (not the host university) and we need to fill out a
form -- the Western Dean's Agreement Authorization Form -- before you
take the course (it is not applicable retroactively).

As with any course taken outside the U of S for credit, you are responsible
for ensuring that the host university sends out an official transcript to the
Graduate Coordinator when you complete the course.

In order to take a course under the Western Deans’ Agreement, students
must complete the authorization form found at the following link:
http://wcdgs.ca/western-deans-agreement.html and then return the form to
the graduate secretary for processing. It is important to check with the host
university to make sure there is room in the course under consideration
prior to applying through this process.
2.5.6 Independent Study Courses

Courses designated as ECUR/ETAD 898.3 (three credit units) and ECUR/ETAD 899.6 (six credit units) can give you the opportunity to study an area not covered by existing courses listed in the calendar. If you wish to take such a course, approach the instructor with whom you wish to study. If she/he agrees, both of you develop the course using the form GSR 204, and the department and the CGSR approves it. Deadline to apply for Term 1 is August 15th and for Term 2 is December 1st.

3.0 SCHOLARSHIPS

**NOTE**: See also the CGSA website entitled Graduate Awards Guide (http://grad.usask.ca/awards/index.html). Information about funds available to students can be found in the General Calendar. You should become familiar with qualifying requirements for scholarships. Information about your own status for scholarships is available from the Graduate Coordinator.

3.1 CGSR Scholarships for Ph.D. Candidates

There is no Ph.D. departmental scholarship available at the time of writing. Ph.D. candidates should not anticipate a scholarship from this university or department.

3.2 Graduate Teaching Fellowships

These are based on departmental teaching needs and candidates' academic merit and awarded to full-time students. Curriculum Studies usually offers one per academic year (September-April). Recipients are required to provide up to 12 hours per week of teaching service to Curriculum Studies as assigned by the department head. In 2012-13 the value was approximately $16,000.00 for the period of Sept-April. GTF recipients who have satisfactorily fulfilled their duties during the September through April period, who are registered as full-time graduate students for the following summer period and who are in good standing in their graduate program of studies are eligible for a summer supplement. In the 2012-13 year the summer supplement was $4000.00. Inquire further for current values.

3.3 Special Scholarships
A number of special scholarships, bequests and special-interest support funds are available to qualified students. For the details of such opportunities, students should contact the following:

1) For University-wide sources: The Awards Officer, College of Graduate Studies and Research.

2) For College of Education sources: Chairperson, Scholarship Committee, College of Education. For graduate scholarships and bursaries, students should contact the Associate Dean, College of Education.

3) Other information may also be available from the Graduate Coordinator’s office and the Graduate Students’ Association.

3.4 Teaching Assistantships and Sessional Instructors

Teaching positions in the department are sometimes available to graduate students who have not been granted scholarship or fellowship. Graduate students teaching in such positions are paid as sessional lecturers.

3.5 Research Assistantships and Sessional Instructors

A number of short- and long-term jobs are sometimes available each year. Interested students should make the department aware of that interest by informing your advisor or research supervisor.

NOTE: It is very important that you consider carefully the pros and cons of accepting employment while working on a graduate program full time. University teaching, particularly, has too often impinged on students' time so that they have found it impossible to complete their thesis work before returning to other employment. The "drop-out" rate among students who let their research drag on over a period of years is rather high. The experience of teaching undergraduate courses, however, can be a valuable one if the graduate student is able to devote the necessary time to the job. Preparation, marking, meetings, and student interviews form a large part of one's duties; as with all teaching, the actual classroom time is only part of the job. On the other hand, teaching provides the chance to learn a great deal, largely because, in order to teach, one is forced to organize one's knowledge and to master concepts in such a way that they can be comprehensible to others. The collegial atmosphere among graduate students and faculty is often enhanced when one is teaching and the development of a working relationship with the faculty is a definite asset in many ways. Teaching, then, has both advantages and disadvantages for graduate students, and there is no "right" answer that will apply to everyone.

4.0 RESEARCH
4.1 Thesis

4.1.1 The Topic

a) The topic must be one of genuine personal interest. Students who are not really interested in their topics have a difficult time persevering. The search for a topic should begin immediately when a student embarks on a program. However, students should be aware that it often takes time and exposure to courses to finalize a suitable topic.

b) The topic should have significance to the student's field of study. Discussions and debates in professional journals, recent dissertation abstracts, and normal coursework should provide ideas of significant topics.

c) The topic should be of interest to faculty members with whom the student will be working.

d) The topic must be one that can be narrowed in scope to make it manageable.

4.1.2 The Committee

a) Make-up: The committee consists of a supervisor from the student's discipline, a second member (a third may also be included), preferably from the student's discipline, and a final member who is the external examiner. The second member may be from within the College of Education or from outside and is frequently chosen on the basis of required expertise. The external examiner is from outside Curriculum Studies and sits on the committee only for the final defence. The Department Head (or designate) is the ex officio chairperson of the committee and that person usually chairs the proposal and thesis defences.

b) Roles: The committee has both advisory and evaluative roles: The first two/three members help the student from the proposal stage through the defence stage and, with the addition of the external examiner, ultimately judge whether the requirements for the completed thesis have been met.

c) Selection: Methods of selecting the committee vary from subject area to subject area and from supervisor to supervisor. The student should check with the department head or Graduate Coordinator as to established protocol. The following suggestions regarding committee selection may be helpful, but ultimately, the decision lies in the hands of the professors concerned.
i. The student is able to select his or her own supervisor. If this is the case, the student must remember that the supervisor is the most influential member of the committee and the one with whom he or she will work most closely.

Students often discover, while talking informally with other students and faculty members, that one faculty member shows particular interest or expertise in the area of the student's evolving topic. Students should consult with their advisor, who then makes a request to the potential supervisor, and provides the response back to the student. The student should then arrange a meeting with the potential supervisor and at that meeting should explore such areas as: topics of mutual interest, style of supervision of the faculty member (some supervisors like to oversee most details of a study whereas others prefer to leave the student as much freedom as possible) and personal dynamics of the student-supervisor relationship.

The student should then communicate his/her preference to the Graduate Coordinator. If the chair agrees, he/she will ask the professor in question if he/she will act as a supervisor. Please not faculty members may be going on leave or already heavily loaded with graduate students.

iii. Once the supervisor is selected, the student and supervisor usually consult over the selection of other committee members. The usual procedure is for the supervisor to contact the other members to request them to serve on the committee. The supervisor then informs the Graduate Coordinator's office so that the committee membership may be registered formally. The committee must be registered well in advance of the date of the proposal discussion with your committee. The Graduate Coordinator must be notified in writing by the supervisor of any changes in the membership of the committee.

Once the student selects a research supervisor, a contract is signed by the student and the supervisor and kept on file in the graduate office. Once this is signed, if the student or supervisor wish to break the contract the student or supervisor in consultation with each other must, in writing, apply to the graduate advisory committee stating the reason for this change. A new contract is signed with the new supervisor.

iv. The committee should contain at least one member who is an expert in the research methodology being used in the study.

v. Interdepartmental studies. Often a student's research covers the fields of interest of more than one department. This is quite acceptable. Students
should be aware, however, that the supervisor must be a faculty member in Curriculum Studies.

vi. Before the thesis can go to an external examiner it must be approved by all members of the advisory committee as ready to be sent. The external examiner is usually recommended by the supervisor at least four weeks ahead of the thesis defence. The supervisor then asks, in writing, that the Graduate Coordinator recommend the external examiner to the College of Graduate Studies and Research. If the nomination of the supervisor is accepted, the College of Graduate Studies and Research formally asks the external examiner to serve and sends to the examiner a form which is filled out at the end of the defence. The examiner is usually someone from a related area of study, external to the Department of Curriculum Studies, The external examiner must be a member of the Faculty of Graduate Studies. If not, then the supervisor must arrange for special permission to be granted by the Dean of Graduate Studies. Selection of the external examiner does not usually occur until shortly before the final thesis defence.

vii. If a committee member were to leave the committee because of sabbatical leave, relocation, illness, etc., he or she may suggest a replacement. Should the member leaving be the supervisor, one of the other committee members usually takes that role.

4.1.3 The Thesis Proposal

a) Content: Although the expected content of the proposal will vary considerably, the following outline should serve as a guide.

i. Need for the study
ii. Review of the literature
iii. Delineation of wonder, puzzle, question
iv. Methodological considerations
vi. Procedures –
   Methods (e.g., interviews, surveys; analysis; context)
   Timelines
   Ethical considerations
   Outline of the study plan

**NOTE:** The student should check with the supervisor as to expected format and content.

b) Developing the Proposal
i. Students should read several proposals before embarking on their own. Check with your research supervisor for samples.

ii. The time spent developing the proposal is well worth it. By doing a comprehensive job at this stage, the student irons out and eliminates many problems that may occur.

iii. A well-developed research design at the proposal stage is extremely important; otherwise, much extra work may be required later to salvage the study.

If the proposed research involves data collection in schools, the requisite clearance from the school system must be obtained. You must also get ethics approval from the University before conducting your research AFTER your proposal discussion with your research committee.

iv. The proposal is best thought of as an agreement between the student and the university, so all major decisions should be made at the proposal stage. Some minor deviation from the proposal is usually acceptable, but should be checked with the supervisor.

v. Several revisions during the writing of the proposal should be expected.

4.1.3 The Proposal Discussion

i. Prior to the discussion, each committee member is given a copy of the completed proposal. Committee members will approve the proposal before it is discussed in order for the student to make changes deemed necessary.

ii. The time scheduled for a proposal defence is about one and one-half to two hours.

iii. Other faculty members, particularly the Department Head, and other students may be invited by the thesis supervisor to sit in on the defence meeting. You should discuss this possibility with your supervisor.

iv. The following format is presented to familiarize the student with one procedure commonly used for defence meetings.

- The student orally presents a summary of the proposed study and what led him/her to the topic
Committee members question the student about varying aspects of the proposal. The student is excused from the meeting so that the members may discuss the proposal and determine its acceptability. If the proposal is not acceptable without revision, the student may be required to make the necessary changes and another meeting will be scheduled or, the student may make the changes and submit them for approval to each member individually. In the latter instance, it may not be necessary to have another proposal meeting.

Students are advised to keep a careful record of comments made by committee members at the meeting. Frequently, the members return their copies of the proposal to the student with written comments. These should be kept. It is suggested that the student ask the supervisor to write up the minutes of the meeting and distribute them to each member. Some students find it useful to audio-record the meeting.

You might want to ask your supervisor if you can attend the proposal defence of another student prior to scheduling your own.

When the proposal is acceptable, the thesis supervisor submits the appropriate form to the Head of the Department. The student receives a copy of the completed form. The supervisor submits a copy of the form to be placed in the file in the Curriculum Studies Office.

An ethics application must also be submitted to the University Committee on Ethics in Behavioural Science Research. Your research must not proceed until approved by the research ethics committee.

Guidelines for the writing of the thesis are available on the College of Graduate Studies website. You should study this carefully.

In the College of Education, the style required is that of the most recent APA Publications Manual, published by the American Psychological Association.

The major purpose of the defence is to have the student demonstrate an ability to justify procedures, results, interpretations and implications put forward in the study. This is the only stage of the thesis process in which the external examiner is involved.
a) Before going to the external examiner, advisory committee members read and approve for defence the final draft of the thesis. The advisory committee members keep their copies for the defence unless major changes are needed prior to going to the external examiner.

b) A copy of the approved final draft goes to the external examiner.

c) The final thesis defence is usually scheduled for a time period of about one and one-half to two hours.

d) Other faculty members, particularly the Department Head, and other students may be invited by the thesis supervisor to attend the defence.

e) The format for the defence may vary from the following procedure:

   i. The student is asked to present a summary of the study.
   ii. Each committee member questions the student for an allotted period of time. It is not unusual for other members to interject questions related to the one being asked.
   iii. After the questioning and discussion are complete, the student is excused from the room, leaving the committee to deliberate and to decide whether the defence and the thesis are acceptable. There are several possible decisions:

      1. The thesis is acceptable:
         a. The thesis is acceptable without any modifications
         b. The thesis is acceptable with minor corrections suggested to the candidate.
      2. The thesis is acceptable, but with minor revisions which must be made to the satisfaction of the examiners.
      3. The thesis must undergo major revisions:
         a. Important changes are required, but another oral examination will not be necessary.
         b. Important changes are required and a new oral examination will be necessary.
      4. The thesis is unacceptable: The candidate's thesis has been rejected and a mark of fail for 994 shall be submitted to the College of Graduate Studies and the Registrar.

         Most often, small revisions are necessary before the thesis is fully acceptable. If major revisions are required, another meeting may have to be scheduled before the thesis is acceptable.

f) When the thesis (M.Ed.) or dissertation (Ph.D.) is accepted, the appropriate form is completed and the external examiner writes a report for the CGSR. Revisions are made; the thesis/dissertation is printed and copies are bound.
Four bound copies are required as follows: student, supervisor, department, CGSR (which goes in the University Library). Ph.D. students must also submit an unbound copy to the CGSR for microfilming at the National Library of Canada.

4.2 Project

Generally based either on extensive readings or a research study, the work may be a curriculum development or evaluation project. One option is to develop a project that leads to one/two publishable academic papers.

Many of the procedures and regulations that apply to the thesis also apply to the project. For this reason, reference will be made to 4.1 Thesis, above, when discussing the project. Students who are doing a minor thesis based on a research study are referred to the total contents of 4.1, above.

4.2.1 The topic: Refer to 4.1, above.

4.2.2 The Committee: Refer to 1.6.3 b., in cases where two publishable papers, or any other option for the project, are the product intended for research dissemination.

4.2.3 The Project Proposal:

a) Content: In this course, you demonstrate your ability to synthesize what you have learned in your graduate program into a coherent project. The project is a tangible representation of your learning, not merely a display of skills. Your project will be done independently, and it will be grounded in a theoretical framework and be of sufficient depth to warrant your confidence – and ours – that you bring scholarship and deep professional knowledge to your work. Your instructor will advise you and support your work, but may not direct it.

b) The Process: You register for ECUR 992 or ETAD 992 every semester of your program, but in the final year of your program you will gather with an instructor and other students for a few scheduled group sessions to allow you to discuss your progress with each other, and to provide you with information you need to propel your work. ETAD and ECUR 992 generally meets on selected Saturdays throughout the year. Although you are registered in ETAD and ECUR 992 each and every term of your program, you will typically only attend the meetings of the ETAD and ECUR 992 class during the year you are conducting your project. We hope you will be diligent about attending these sessions, and that you will be flexible in their scheduling and length.
4.2.4 Writing the Project: The format of the project will depend greatly on the type of project undertaken. Because of all the possible types of projects, no general format is provided. But generally speaking, a completed project will include a tangible product (e.g., curriculum development, instructional design, program evaluation, etc.). In addition, you will also submit a Project Report or supporting paper that describes how and why you went about the project, so that others interested in the design and development of the product can be informed. In most cases, the product stands by itself.

4.2.5 The Project Assessment: At least two readers are assigned each project for assessment. They determine whether to assign the project a pass or fail.

5.0 CONVOCATION

5.1 Convocation Requirements

Before you are allowed to attend convocation, you must have met all the academic requirements of your particular program: course work must be completed with acceptable marks and averages obtained, and the major research work (thesis or project) successfully defended.

All coursework must be completed with acceptable marks and averages. NOTE: All students must themselves apply to attend convocation. Because there is no thesis or project defence for course-based students, students in this route often finish their programs without realizing it, and neglect to apply to attend convocation. When you are completing your last course, check with the Graduate Coordinator and the CGSR; applying to attend convocation in advance of completing a course in-progress is standard practice.

5.2 Application for Convocation

Application for convocation is done online. No paper applications are accepted. Deadline for application for Spring Convocation is March 31 and for Fall Convocation August 31. Forms must be filled out and forwarded to meet convocation deadlines. The department endeavours to make students aware of these requirements and the schedule within which submissions must be made. It is, however, your responsibility to make sure that the requirements have been met. If you are in doubt about deadlines, contact the Graduate Coordinator's secretary.

5.3 Registrar Clearance

The candidate for convocation must also be cleared by the Registrar's Office. Unpaid parking or library fines, unreturned library materials, and outstanding fees are among the items which must be dealt with before the degree is granted.
5.4  Deadlines

It is the responsibility of the student and the supervisor to meet all deadlines as set for each term. Please consult the Graduate Secretary.

6.0  OTHER INFORMATION - GENERAL

6.1  College Lounge: Graduate students in the College of Education are welcome to frequent the College Lounge, third floor, Education Building. Interaction with faculty members and other students extends the learning experience beyond the classroom and library. The axiom, "Don't let your coursework interfere with your education," applies well here. A faculty member also suggests, however, "Don't let the College Lounge interfere!"

6.2  Office Space: Full-time graduate students may share an office with other graduate students. Full-time students will also be assigned mail boxes in Curriculum Studies. However, students are not guaranteed office space or mail boxes but every effort is made to accommodate as many students on a first-come, first-served basis. Contact the graduate secretary concerning this matter. Offices also have telephones.

6.3  Writing: For professional guidelines to writing academically, the Department adheres to the most current APA Style Guide.

6.4  Use the Library

6.5  Printing and Binding of the Thesis (Project): Some students have their theses (projects) printed by University Printing Services and the copies bound by Universal Bindery in Saskatoon. There is no requirement for binding theses, however, a PDF of your thesis must be submitted electronically for inclusion in the University of Saskatchewan Library Electronic Theses and Dissertations (ETD) database. Information, tips, and procedures are available at http://www.usask.ca/cgsr/for_students/etd.php.

6.6  Electronic Mail and Internet Address: All graduate students receive a U of S Network Services ID (your initials and three numbers) and password) which provides access to a wide variety of online resources and services through PAWS (Personalized Access to Web-based Services). You can log into PAWS at http://paws.usask.ca using your NSID and password.

THIS EMAIL IS USED FOR UNIVERSITY CORRESPONDENCE. IT IS YOUR RESPONSIBILITY TO CHECK THIS ACCOUNT.

7.0  GRADUATE STUDIES PUBLICATIONS
In this manual mention has been made of several articles produced by the CGSR, and in this section we list them again plus other publications not only by the CGSR but by the Department of Curriculum Studies and the College of Education.

These articles are available on the website www.usask.ca/cgsr/. Departmental brochures and this manual are available through the department.

7.1 **College of Graduate Studies and Research** information available for download from their website: [http://www.usask.ca/cgsr/](http://www.usask.ca/cgsr/)

- [http://grad.usask.ca/awards/index.html](http://grad.usask.ca/awards/index.html): Database search on Graduate Awards

CGSR Guide for the Preparation of a Thesis: General Information and Regulations

Guidelines for the Various Parties Involved in Graduate Student Project and Thesis Research

8.0 **RESEARCH DISSEMINATION/MOBILIZATION**

As one key outcome of a graduate program involves making knowledge, the dissemination of this knowledge is important to the field. Talk with your supervisor about journals that might be friendly towards your work, and read examples of articles to match or extend your writing style and content.

*Education Matters: The Journal of Teaching and Learning* is an open-access peer-reviewed publication forum for research in Education for and by scholars throughout the world including new scholars from the University of Saskatchewan. As such, its primary objective is to foster connections among researchers to build a coherent knowledge base in Education across geographic and intellectual borders while at the same time conveying a sense of local place related to the Canadian and Saskatchewan context. Contributions from U of S graduate students are particularly encouraged. See the following website for more information: [http://ematters.ca](http://ematters.ca) (pending website activation in early 2013).