

I-Education Ph.D. Program		
BFAR STATEMENT	TAUGHT/ASSESSED	RATIONALE
1		
Students must engage with, integrate, and produce academic material commensurate with a Ph.D. in Education throughout the program (class participation, assignments).	EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis	The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.
2		
Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Ph.D. in Education degree	EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis	While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must". Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

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3		
Students must engage with a diversity of perspectives and knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.	EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis	Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.